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New Haven Ed. Vol.

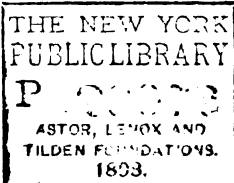
Am. R. P.

1777



ANNUAL REPORT

OF THE



BOARD OF EDUCATION

OF THE

New Haven City School District,

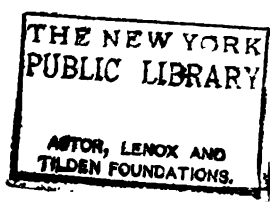
For the Year ending September 1, 1867.

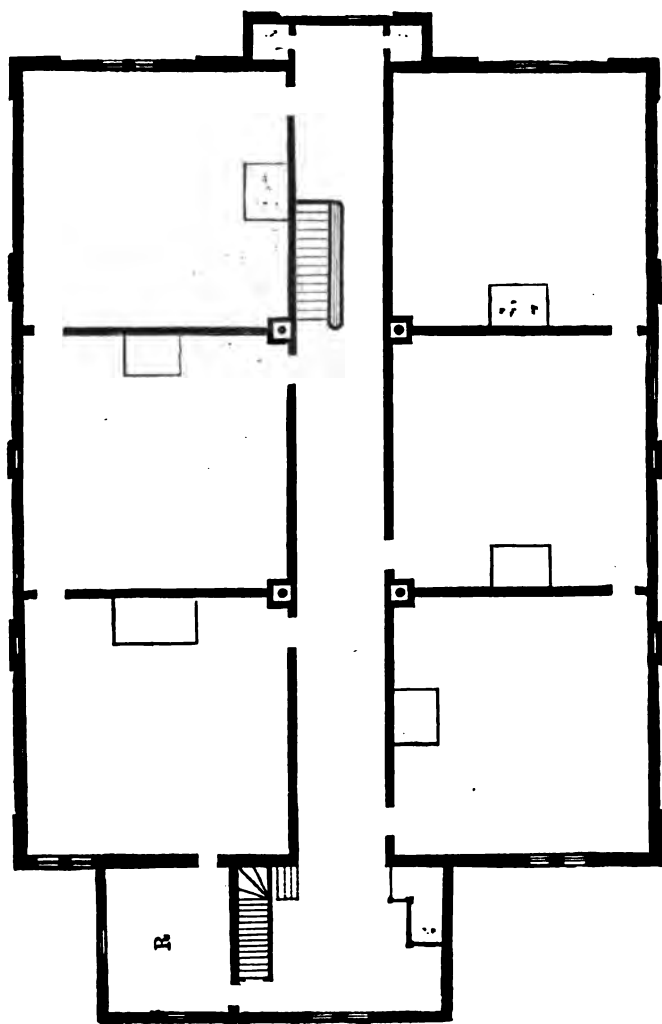
NEW HAVEN:

PRINTED BY J. H. BENHAM & SON.

1867.

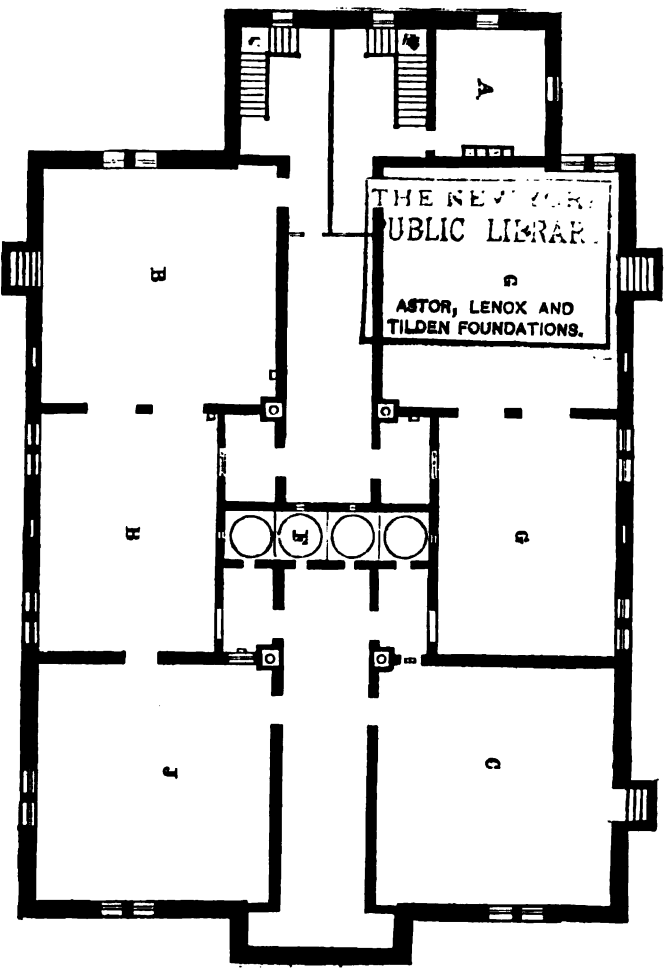






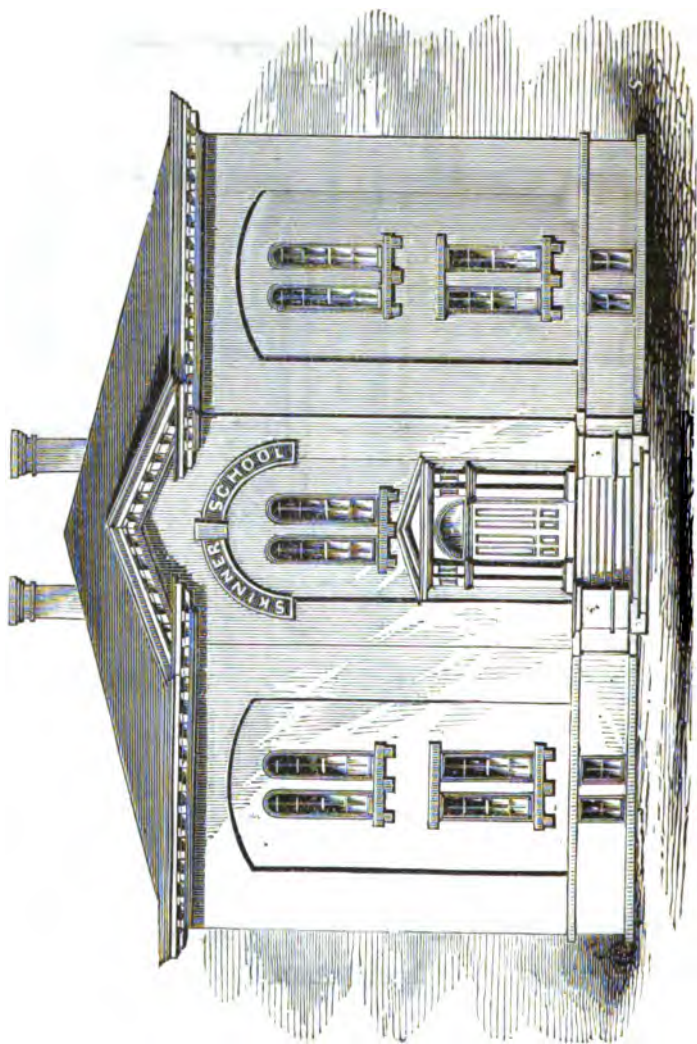
PLAN OF SECOND FLOOR.

R Indicates a Recitation room connected with the Principal's. All other rooms on this floor are School rooms. The rooms in the first story correspond.



PLAN OF BASEMENT.

A Air chamber. *B* Boys' dressing-room. *C* Girls' dressing-room. *G* Coal room. *J* Janitor's room.—
P Furnaces,



FRONT ELEVATION.

With the regards of

A. PARISH.

TILDEN FOUNDATIONS.
1898.

BOARD OF EDUCATION

OF THE

New Haven City School District,

For the Year ending September 1, 1867.



NEW HAVEN:

PRINTED BY J. H. BENHAM & SON.

1867.

REPORT

OF THE

BOARD OF EDUCATION.

TO THE NEW HAVEN CITY SCHOOL DISTRICT :

The Board of Education herewith present their annual report, including the report of the Committees on Finance and on Schools, and also of the Superintendent. These give, it is believed, a view sufficiently complete of what has been accomplished during the past year. We think that a careful reading will satisfy you that the year has been one of prosperity to the schools in general, and of decided progress in several important particulars. Among these may be mentioned discipline ; in respect to which, progress has been secured, not only in its results, but in the methods by which they have been reached. This subject is a vital one, and from its nature can never be so fully settled by any rules that it will not reappear. It has received merited attention from the Board, and also from the Committee on Schools, to which the subject was appropriately referred. Reference is made to their report for a fuller discussion of the subject.

Another particular is a greatly increased attention to the methods of teaching. This has been secured, especially among the younger teachers, by the influence of the training school, as suggested and arranged by the Superintendent ; and also by the frequent meetings of the Superintendent and teachers for full and free discussion on this and related topics.

The general result is, not only a higher standard of scholar-

ship and conduct, in all the rooms, but that there are fewer weak rooms than heretofore.

Much of this is due to the intelligent plans of Mr. Ariel Parish, the Superintendent, whose thorough acquaintance with his department, and assiduous attention to its duties, are acknowledged by all, and the Board looks forward with confidence to results still more marked under his superintendence, assisted as he is by a corps of teachers, not only intelligent and faithful, but who aspire after excellence in their vocation.

For what has been done or attempted by way of special schools, or otherwise for truant children and youth, and also for those who cannot comply with the necessary rules sufficiently to maintain their seats in the graded schools, reference is again made to the Report of the Superintendent and of the Committee on Schools. The Board have a difficult task before them in this respect, but it is one imperatively demanded by the highest interests of the community, and by humanity itself. Many of these youth will soon pass out of the reach of benefit from schools into the limits of degradation and crime. What can be done legitimately for them should be done promptly.

The new school on the corner of State and Summer streets has, by a vote of the Board, been named the Sherman School, in honor of Roger Sherman, formerly a distinguished citizen of New Haven, and well known in history as a signer of the Declaration of Independence. The building is to be ready for occupancy for the May term of 1868. The temporary injunction restraining its erection, procured through the interference of Messrs. B. Noyes and George Hotchkiss, 2d, prevented its completion for the January term of 1868, according to the requirement of the first contract. The unnecessary expense occasioned by that injunction exceeded the considerable sum of one thousand dollars, and the delay caused no little inconvenience to the District, and vexation to those parents who were anxiously waiting its completion, to find room for their children in a public school accessible to them. But in

the large meeting of the District, held in, and nearly filling Music Hall, the policy of the Board in seeking to provide suitable and sufficient school accommodations for the children of the District, was indorsed with the emphasis of a unanimous vote.

As inquiry is often made in regard to the debt due by the District, it may be well to state, that this debt is simply the unpaid balance due for the new school houses that have been erected since A.D., 1850. In that year, the debt of the District was about \$10,000, and its property was valued at \$27,225. The present debt is \$50,969, while the valuation of the property is \$168,411, the increase of the debt in seventeen years having been \$40,969, while the increase of the property in the same time has been \$141,186.

The District now holds the property for which the debt was incurred, and it consists of school houses that are admirably adapted to the wants of the District, and which could not now be supplied at much less than twice the original cost. But either because the Board did not ask, or the District grant, a sufficient rate of tax from year to year, this property has not been fully paid for. It is sometimes urged that the burden of an expensive public improvement should be shared by posterity ; but the suggestion is not applicable here, because the natural growth of the city will assign to our successors a task in this respect equal to the one we fulfill.

The Board are unanimously of the opinion that the accumulation of a debt for the building of new school houses is a mistaken policy. It has been acquiesced in by them only because it was an inheritance from their predecessors. They believe the true policy is found in the old maxim, "pay as you go." In accordance with this view, at the Special Meeting of the District, held April 26, 1867, they asked for a special tax, to raise an amount sufficient to pay for the new school house authorized by the District, and to pay something on the debt. The amount actually paid this year has been \$17,420. A firm adherence to this policy is strongly urged, so that at no distant day the debt may be paid in full. With

this in view, the Board will ask from the coming annual meeting a three-mill tax on the grand list of 1867, expecting that two-thirds of the proceeds, together with the other income of the District, will nearly pay the current expenses, leaving almost one-third to apply towards the extinction of the debt.

The increase of the ordinary current expenses during the last six years has been very moderate, considering the great inflation of prices. The Finance Committee, and indeed all the members of the Board, while intending to give a fair and even generous support to all the interests of the schools, have been careful to avoid unnecessary expenditures. In this, and in all the matters that pertain to the faithful and economical management of the property and affairs of the District, they have been ably seconded by the Secretary, Mr. James M. Mason, whose thorough acquaintance with all its interests, diligent attention to details, and skillful management, have been of great value to the District.

No increase has been made for the coming year of the salaries paid to the different grades of teachers; but many have been advanced from a lower to a higher grade, for merit or length of service, or both. This will increase the pay-roll somewhat over that of last year. Occasional complaint is made that the salaries paid to the teachers are too small; but in view of the tendency towards lower prices in all that makes up the cost of living, and of the fact that there are many applicants for all vacancies that occur at the salaries now paid, the Board did not feel justified in advancing them.

In February last, this Board sustained a great loss in the sudden and untimely death of Hon. E. C. Scranton. At a special meeting called for the purpose, the following tribute to his memory and virtues was unanimously adopted :

Whereas—The death of Hon. Erastus C. Scranton, so sudden in its occurrence—so overshadowing to the community, and to ourselves, in the sorrow it brings—has deprived this Board of Education of one of its most active and earnest members; therefore,

Resolved—That this Board, in common with other organized public interests, with which Mr. Scranton was officially connected, and in unison with the feeling of this whole community, desire in this manner to manifest a fitting sense of the great loss we have sustained by his death.

Resolved—That although he had been but a few months connected with this Board, we had already felt the impress of his deep interest in the public trust committed to us, his courageous confidence in the willingness of the community to give a generous support to the public schools, and his great desire that the door of education should be open to all, especially the poor.

Resolved—That we tender our heartfelt sympathy to his family; under this great affliction, and implore the gentleness and mercy of our Father in heaven for their comfort and support.

Resolved—That in respect to his memory, we will in a body, attend his funeral; and that a copy of these resolutions be transmitted to his family—be put upon the records of the Board, and published in each of the newspapers of this city.

Another vacancy in the Board was occasioned by the resignation of Dr. Bronson. At an election held by the Board, the two vacancies were filled by the choice of Hon. James E. English, in place of Dr. Bronson, and Mr. Amos F. Barnes, in place of Mr. Scranton. Mr. English having declined the office, Hon. H. M. Welch was elected in his place.

At the annual meeting in September, the election will be for five members of the Board, to fill the vacancies caused by the expiration of the terms of service of Prof. D. C. Gilman, Hon. L. W. Sperry, Dr. Lucius A. Thomas; also of Hon. H. M. Welch and Mr. Amos F. Barnes, the election of the two last named, by the Board being valid only up to the time of the annual meeting.

The Committees of the Board, as constituted at the close of the year, were as follows:

On Schools—D. C. GILMAN, A. W. DEFOREST, T. N. DE BOWE.

On School Buildings—I. W. SPERRY, L. A. THOMAS, H. M. WELCH.

On Finance—LUCIUS GILBERT, AMOS F. BARNES, S. M. WEIR.

In behalf of the Board.

ANDREW W. DE FOREST,

President.

NEW HAVEN, August 31, 1867.

REPORT

OF THE

COMMITTEE ON SCHOOLS.

TO THE BOARD OF EDUCATION :

As a Committee on Schools we respectfully report that our meetings have been held at frequent intervals during the year, commonly a short time prior to each meeting of the Board, and a record has been kept of all our proceedings. These meetings have often occupied an entire evening, and have been attended by the Superintendent of Schools, who has thus been able to keep the Committee minutely acquainted with all his observations of the schools, and with all the complaints and inquiries addressed to him by parents and others.

Having been familiar with his daily work, we desire to put on record our appreciation of his fidelity, patience and tact, and especially of his intimate acquaintance with the management of public schools, and his endeavor to improve the system of New Haven. Never during our official acquaintance with the schools of this place has it been so evident that they were in the main satisfactory to the public. The overwhelming vote by which the District in the month of April last, decided to proceed with the erection of a new school house, in spite of the public protest of a well known citizen, may be regarded as evidence that the community are determined to maintain, improve, and carry forward the system of public instruction, begun by the earliest settlers of this colony and perpetuated without interruption during a period of two hundred and twenty-nine years.

The characteristics of our New Haven schools have been recently studied by many persons from a distance. In Connecticut especially there are constant inquiries from the friends of public education in respect to the modes of administration here adopted, and in regard to the practical benefits of a consolidated school district coextensive with the city limits. Hardly a week passes in which there is not an application in person or by letter for information of this sort. During the past year, the Chairman of the Committee has received repeated requests from gentlemen in foreign countries for our local school documents. Within a few days he has received a copy of the Report of Rev. James Fraser, M. A., who visited and studied the schools of this country in 1865, and whose opinions have just been formally communicated to both Houses of the British Parliament by command of the Queen. In this excellent survey of American systems of instruction, many references are made to the schools of New Haven. So also the National Commissioner of Education, Dr. Barnard, has selected this city as one whose means of education, public and private, higher and lower, are to be described in a Report to Congress, as an example for imitation elsewhere. These circumstances are mentioned that our citizens may have the satisfaction of knowing not only that their schools are regarded as good by impartial judges, but that they may feel the responsibility of maintaining, by wise and liberal measures, the character and the influence already acquired.

IMPROVEMENTS IN THE HIGH SCHOOL.

Among the subjects which have received especial consideration from the Committee within the past year, the High School is prominent. During the discussions which terminated on the sixth of June, 1866, in a decisive vote of the citizens of New Haven to maintain the High School, two members of this Committee repeatedly expressed their determination, if the School was continued, to do all in their power to improve it. Accordingly, at the beginning of this school year, the City Superintendent and the Master of the High School were re-

quested to bring before the Committee their suggestions and recommendations. Long discussions have followed with the results of which the Board are familiar.

One cause of complaint from the school has been the inadequate space at command for the scholars. With the consent of the Board, the primary classes have lately been removed from the building in Orange street, and the whole structure is now devoted to the High School. It contains seats at present for 209 scholars. The actual number in attendance during the last summer term was 221.

As some misunderstandings had arisen in regard to the responsibility for the Latin or Preparatory Class, the Board decided that it should be regarded as a part of the High School, and that Mr. Kiune should be Principal of the whole establishment, Mr. Whitmore, Assistant.

It was also determined that the course of study in the High School should for the present be restricted to three years,—not including the time spent in the Preparatory Class, by the few who enter it. Much consideration has been given to the course of studies and a scheme has been marked out for trial which it is hoped will make the school more systematic in its instructions and more acceptable to the community.

The chief objection to the High School, brought to our notice, has been that the attention of the Principal is directed chiefly to a very small number of scholars in the advanced classes of Latin and Greek, and that consequently those members of the school who do not intend to pursue advanced studies in the classics, receive much less attention than they require. Moreover, it is but just for us to consider the Hopkins Grammar School to be in reality a Public Latin School, where special attention is avowedly given to the preparation of boys for college at a low rate of tuition. An effort to combine the two schools, as in Hartford, having failed of results for reasons which need not here be stated, the Committee believe it to be very desirable that the province of each institution should now be distinctly understood by the

public. It seems to us that the special preparation of New Haven boys for college, in view of all the circumstances of the case, may be left to the Hopkins Public Grammar School, well known to be one of the very best schools in the land, and to private schools. The strength of the High School can then be given to the training of a much larger number of boys who do not intend to go to college, but who need special preparation for business pursuits and for further scientific rather than linguistic studies; and also to the training of girls to be teachers and to take their part in the various duties of life. It does not follow that classical studies should be omitted in the High School,—they may still be taught to a certain extent, and yet the higher drill essential to admission to college may be given elsewhere. In our opinion, until a new building shall be erected for the school and a more liberal appropriation made for its annual support, the public will be better satisfied with a predominant course of instruction in English and mathematical studies, with the modern languages perhaps, than with predominant instruction in Latin and Greek. It is under these circumstances that the scheme of studies approved by the Board has been drawn up. Believing that a good High School is a most desirable part of a system of public schools, we beg our successors in this Committee and in the Board to devote to this subject the continued attention which it still demands. In view of the enlarged accommodations of the building, the increased corps of teachers, the blending of the High and Latin Schools, the large number of pupils, and the new scheme of study, we think the public may rejoice in the progress of the year.

SCHOOL DISCIPLINE.

The Committee have also had their attention called to the subject of maintaining the discipline of the Grammar schools. Serious complaints, though often greatly exaggerated, have been brought to us in respect to the practice of some of the teachers. All such complaints have been heard and inquiries into their truth have been instituted. The Committee are of

opinion that the right to punish with whipping refractory scholars, (especially those whose parents refuse or neglect to coöperate with the teacher,) ought not to be denied to those employed in our public schools. Corporal punishment is in some instances the shortest, wisest, and most satisfactory mode of stopping a boy in a course of disobedience and truancy. At the same time, unnecessary severity, constant appeals to the rattan or the ferrule, and the neglect of moral influences in the management of a school, are proofs in our opinion of petulance, bad judgment or inexperience. We therefore advise that corporal punishment be not forbidden, but that the teachers be held responsible in this as in other respects for the character they exhibit in the management of the schools. At present there is such discrepancy between different rooms and different schools in this particular that some action is obviously called for on the part of the Board or of the Committee, that the evil of unnecessary punishment may be abated.

SELECTION OF TEACHERS.

So large a number of persons apply for the situation of teachers in New Haven, that some words of explanation seem called for by the public. To succeed as a teacher in our public schools is not an easy task, and it grows more and more difficult as our schools improve, for parents are more and more exacting. A knowledge of the subjects to be taught is only one of the essential characteristics of the teacher. In order to obtain evidence on this subject the Committee requested the Superintendent to examine simultaneously in writing all the candidates who were enrolled on his books as applicants for vacancies. Attention is called to his report for particulars regarding the result. In general it may be said that the number of candidates who cannot spell correctly and who cannot cipher in fractions or interest, is surprising. Greater attention to accuracy of knowledge is certainly called for among those who think of teaching. In addition to a knowledge of their studies, we must require in our teachers an acquaintance with graded schools, a love of the teachers' work, fidelity, self-control, and

power to govern others. Without the moral qualifications, the intellectual are not of much use to us. Our effort as a Committee is therefore to secure well educated teachers, who have already had successful practice in the work, and who possess those moral qualities which will give them power in the training of the young. Among candidates of equal merits, we give the preference to New Haven young ladies, but we regard it as a sacred duty to select always, the best candidate we know, without respect to her place of residence, her influential friends, or her earnest entreaty for the position. This may sound severe, but it would sound negligent and blameworthy, if in selecting those who are to train the rising generation of New Haven, we were governed by any other principle. All which is respectfully submitted.

In behalf of the Committee,

D. C. GILMAN,

Chairman.

REPORT

OF THE

COMMITTEE ON SCHOOL BUILDINGS.

Since the last report the new building in Fair street has been completed and furnished, and now seats two hundred children. This building was erected on a lot owned by the District, and is so constructed that should it, at any future time, be found expedient to discontinue its use as a school-house, it can, at a comparatively small expense, be converted into two convenient dwellings. The main building is 31 by 42 feet, with an addition 15 by 26 feet. There are four school rooms, each 29 by 19 feet, and four dressing rooms, each 12 by 15 feet. The entire cost of the building was \$10,133.86.

The Skinner School, named in honor of Hon. A. N. Skinner, now in course of erection, is on the corner of State and Summer streets.

The main building is 70 by 88 feet, and two stories high. Each story is divided into six rooms, with a hall ten feet wide in the centre. There is a projection in front 5 by 22 feet, which, besides extending the hall, gives closets on each side for teachers' clothing and for storing books, maps, &c. In the rear there is an addition 16 by 36 feet, which, besides a recitation-room connected with the principal's room, contains the stairs for the pupils, which being separated from the main building by a wall, will, in case of fire, be the last to be destroyed. The three rooms on each side of the hall are connected by door-ways, leaving a passage-way round the entire building, near the outer wall. This plan was adopted for safety in case of fire. The furnaces being all in the centre

of the building, fire can only commence there, in which case the teachers and children would find a safe egress through these doors to the protected stair-cases in the rear. Double doors are placed at these openings, one opening into each room, which prevents noise from adjoining rooms as effectually as a brick wall.

In four rooms on the first floor, a dressing-room six feet wide is formed by running a screen across the room seven feet high, in which the younger children hang their clothing, under the supervision of the teacher. The dressing-rooms for the older children are in the basement, each occupying the space of two school-rooms, as seen in the plan.

There are four furnaces placed side by side in the centre, an arrangement conducing alike to convenience and safety. Each furnace heats three rooms on one floor. The furnaces are supplied with air from a room in the basement of the rear addition, into which air is freely admitted through two windows covered with wire cloth. The air tubes go out at the bottom of this room, and pass under the floor of the dressing-rooms to the furnaces. By this plan all disturbance from outside currents of air is avoided.

The building is ventilated by means of four chimneys, each two feet square inside, up through the centre of which passes a cast iron smoke-pipe, one for each furnace. The rooms are ventilated by registers opening into these chimneys, the heat of the smoke-pipe producing a very strong draft.

A register from each furnace opens into the hall, by means of which rooms can at any time be cooled off by shutting its register and opening that in the hall.

The street water is introduced into the dressing-rooms in the basement, and into the halls of the first and second floors.

The cost of the lot was six thousand nine hundred dollars. The entire cost of the building, including pavements, cess-pools, fences, and outhouses, will be thirty-four thousand eight hundred dollars.

The interior will be finished with white chestnut wood, except the floors, which will be yellow pine.

Several important improvements have been recently made in school buildings. In the Eaton School the large rooms on the third floor have been converted into two each. And in the Webster School two large rooms in the octagon have been made into four very convenient rooms ; and the large room in the second floor of the main building has been divided. This is the final change in the original plan on which the Eaton and Webster Schools were inaugurated, of having large rooms of a hundred or more pupils, with one or two assistants, who heard these classes in recitation-rooms adjoining. It is now found that better teaching and better discipline is obtained in rooms containing about fifty scholars, entirely under one teacher's control, a system which now exists in all our schools.

The Dixwell School has been painted in the exterior, and a considerable portion of the ceiling of the school-rooms has been replastered, the whole interior renovated, and water has been introduced from the street. In the first and second rooms the dressing-room, in connection with the school-room, has been introduced, thus placing the ingress and egress of the smaller pupils under the immediate eye of the teacher, which has worked so satisfactorily in other schools.

At the Hillhouse School, now used exclusively by the High School, the outhouses have been improved and the location changed, and a covered way built in the yard of the female department.

At the Whiting School, the room has been enlarged by removing a portion of the partition between the school-room and the dressing-room, putting the latter into a gallery, by which twenty-four seats have been added.

In general, the condition of the buildings and grounds have been kept in a very careful and satisfactory manner.

REPORT

OF THE

FINANCE COMMITTEE.

The Finance Committee of the Board of Education respectfully submit the following Report :

The receipts for the year ending September 1, 1867, are as follows, viz :

Balance of old account,.....	\$13,098.44	
From State School Fund,.....	9,973.70	
“ Town Tax for School purposes,.....	8,648.40	
“ Town Deposit Fund,.....	930.00	
“ Walter Osborn, Collector, on List of 1865,.....	\$ 38,000.00	
“ “ “ “ “ 1866,.....	85,000.00	
	<u>123,000.00</u>	
“ Loans from sundry persons,.....	3,130.00	
“ “ “ First National Bank,.....	13,000.00	
	<u>16,130.00</u>	
“ Tuition of Scholars out of the District,.....	296.83	
“ State Treasurer, for School Library,.....	5.00	
“ Sundry sources,.....	7.56	
	<u>\$172,089.93</u>	

The expenditures for the year ending September 1, 1867, are as follows, viz :

ORDINARY, OR REGULAR EXPENSES.

Salaries—Teachers,.....	\$ 54,302.38	
School Officers,.....	4,000.00	
Janitors,.....	3,932.63	
	<u>\$62,235.01</u>	
Printing and Stationery—Annual Report,.....	197.42	
Advertising,.....	106.30	
Blanks and Record Books,.....	647.77	
Stationery, Maps, &c.,.....	792.01	
	<u>1,743.50</u>	
Interest—On permanent Loans,.....	4,155.91	
“ temporary “	141.33	
	<u>4,297.24</u>	
Insurance on School property,.....	624.27	
	<u>\$ 68,900.02</u>	
Amount carried forward,.....	\$ 68,900.02	

Amount brought forward,.....	\$ 68,900.02	
Rent of Rooms—South St. Building,.....	480.00	
Cor. State and Whiting Sts.,.....	27.51	
Division St.,.....	100.00	
Court St.,.....	36.00	
Merwin's Hall, State St.,.....	45.00	
		688.51
Sundry Items—Expense of Annual School Meeting,.....	113.50	
Enumerating children,.....	199.38	
Making Grand List,.....	373.00	
Brooms, Brushes, Dusters, Mats, Pails, &c.	215.89	
Cleaning School Buildings,.....	241.90	
Fuel,	2,630.02	
Auditors,.....	10.00	
Musical Festival,.....	63.50	
		3,846.99
		<u>\$73,135.52</u>
REPAIRS AND ALTERATIONS.*		
Dixwell School—New Furnaces and setting, '66, \$ 670.16		
Painting outside,	290.00	
New Ceilings, Black Boards, &c.	271.15	
New Fences and other repairs,	169.36	
		1,400.67
Hillhouse School—Whitening Walls, and repairs,.....	111.54	
Eaton School—Alterations and repairs last year, 2,421.29		
Re-setting Fence, and other repairs, 61.65		
		2,482.94
Mt. Pleasant School—Painting outside,.....	109.00	
Repairs outside,.....	71.93	
Whitening Walls,.....	28.00	
		208.93
Webster School—Alterations and repairs, '66, 680.31		
New Furnace and setting, '66, 392.70		
Repairs, this year,.....	33.70	
		1,106.71
Dwight School—Painting Roof,	117.73	
Repairing Black Boards,.....	62.37	
Other repairs,.....	17.95	
		198.05
Wooster School—Repairs,	16.87	
Washington School—Repairs,.....	25.23	
Whiting St. School—Alterations and repairs, 112.50		
Painting Roof,.....	18.90	
		131.40
		<u>5,682.34</u>
Amount carried forward,.....	\$ 5,682.34	

* The account for repairs is unusually large, in consequence of the sum of \$4,164.46 being carried over from the previous year for alterations and repairs in the Eaton and Webster Schools, including one new Furnace for the Webster and two new Furnaces for the Dixwell School; the work not being finished in time to bring into last year's Report.

Amount brought forward,.....	\$ 5,682.34
Division St. School—Repairs and Whitening Walls,.....	26.53
Carlisle St. School—Repairs,.....	8.74
South St. School—Repairs,.....	15.28
Oyster Point School—Repairs and Whitening Walls,.....	10.75
Goffe St. School—Repairs,.....	9.38
Putting down Furniture—State St.,.....	10.20
“ “ “ Court St.,.....	13.85
Repairs of Furnaces and Stoves,.....	592.86
All other contingencies,.....	68.12
	<hr/>
	6,138.05
	<hr/>
	\$79,573.57

EXTRAORDINARY EXPENSES.—NEW BUILDINGS AND FURNITURE.

Balance paid on Fair St. Building,.....	4,133.86
Furnaces for “ “	772.74
	<hr/>
	4,906.60
Paid on new School Building,.....	7,811.05
“ for additional land,.....	900.00
Furniture for High School,.....	404.35
“ “ Eaton “	101.50
“ “ New Building,.....	426.16
	<hr/>
	14,549.66

LOANS PAID.

Sundry persons,.....	20,550.00
First National Bank,.....	13,000.00
	<hr/>
	33,550.00
Expenses occasioned by the Injunction of March last,.....	1,020.50
	<hr/>
	\$49,120.16
Ordinary, or Regular Expenses,.....	79,573.57
Extraordinary Expenses,.....	49,120.16
Balance to new account,.....	43,396.20
	<hr/>
	\$172,099.93
Actual expenses for the year ending Sept. 1, 1867,.....	79,573.57
“ “ “ “ “ “ 1866,.....	69,524.42
	<hr/>
	Increase on 1866,..... \$10,049.15
The permanent indebtedness of the District last year, was.....	68,389.00
“ “ “ “ “ at this time, is.....	50,969.00
	<hr/>
	Decrease,..... \$17,420.00

Estimated Expenses for the year ending September 1, 1868 :

For Salaries of Teachers,.....	\$60,000.00
“ “ School Officers,.....	4,000 00
“ “ Janitors,.....	4,200.00
	<hr/>
Amount carried forward,.....	\$ 68,200.00

Amount brought forward,.....	\$ 68,200.00
For Insurance on School Property,.....	700.00
" Interest on Loans,.....	3,700.00
" Stationery, Printing, &c.,.....	1,700.00
" Rent of Buildings,.....	800.00
" Enumerating Children and making Grand List,.....	600.00
" Fuel,.....	3,000.00
" Alterations and Repairs unpaid,.....	1,000.00
" Contingencies, including Repairs,.....	2,300.00
	<hr/>
	\$82,000.00

Real Estate owned by the District :

[These estimates are the original cost of construction.]

Webster School Lot and Building,.....	\$ 23,000.00
Eaton School Lot and Building,.....	32,000.00
Hillhouse School Lot and Building,.....	13,700.00
Dwight School Lot and Building,.....	27,000.00
Dixwell School Lot and Building,.....	8,000.00
Washington School Lot and Building,.....	7,000.00
Mount Pleasant School Lot and Building,.....	2,400.00
Whiting Street School Lot and Building,.....	2,000.00
Goffe Street School Lot and Building,.....	800.00
Oyster Point School Lot and Building,.....	800.00
Wooster School Lot and Building,.....	25,000.00
Fair Street School Lot and Building,.....	12,000.00
Lot corner State, Leonard and Summer Streets,.....	6,900.00
Paid on Building corner State and Summer Streets,.....	7,811.00
	<hr/>
	\$168,411.00

NEW HAVEN, Sept. 6, 1867.

WE, the undersigned, having examined the accounts and vouchers of JAMES M. MASON, Clerk of New Haven City School District, for year ending September 1st, 1867, and find the same correct.

JOHN W. MANSFIELD, }
R. F. LYON, } *Auditors.*

NEW HAVEN, Sept. 6, 1867.

WE, the undersigned, hereby certify that we have examined the books, accounts, and vouchers of the Treasurer of the New Haven City School District, and find the same to be correct; and that there is now in the hands of the Treasurer the sum of forty-three thousand three hundred ninety-six dollars and twenty cents.

JOHN W. MANSFIELD, }
R. F. LYON, } *Auditors.*

REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

TO THE BOARD OF EDUCATION OF THE NEW HAVEN CITY
SCHOOL DISTRICT :

Gentlemen :—The work of another year in our Schools is completed, and I respectfully present for your consideration this, my Second Annual Report.

Taking a general survey of what has been accomplished, I feel warranted in expressing my belief that considerable progress has been made, and that the past may be regarded as a year of prosperity in the Schools under your supervision.

From the following statistics, and those to be found in the Appendix, at the end of this Report, information may be obtained in relation to various topics, furnishing some means of comparison with the same as given last year :

The whole number of Public Schools within the City School District is	19
Decrease,.....	1.
The number of Rooms, each under the charge of one Teacher,.....	91
Increase,.....	7.
The whole number of Male Teachers employed, including the Teacher of Vocal Music,.....	10
The whole number of Female Teachers employed,.....	91
Whole number of Teachers employed,.....	101
Whole number of persons enumerated in the New Haven City School District, between the ages of 4 and 16, January, 1867,.....	9,067
Increase,.....	36.
The whole number registered during the year,.....	5,361
The average of the whole number registered during the three terms of the year,.....	5,287
Increase,.....	547.

The average REGISTERED NUMBER (belonging),.....	4,487
Increase,.....	224.
The average DAILY ATTENDANCE, (after deducting absences),.....	4,136
Increase,.....	228.
Ratio of the AVERAGE NUMBER REGISTERED (belonging) to the whole number enumerated,.....	.496
Increase,.....	.02.
Whole number of Absences during the year,.....	132,365
Average number of Pupils absent—daily—during the year,.....	330
“ “ Tardinesses, “ “ “	8,357

The enumeration of persons between the ages of four and sixteen years, in January last, shows a small increase in the district, over the number reported in 1866. In consequence of the death of Mr. Wm. S. Porter, who had previously performed the duty of canvassing the southern section of the district, a new person was employed to make the enumeration. It is possible that for want of familiarity with the work and territory, some omissions may have occurred; but the moderate increase in the other section, canvassed by Mr. Rodney Burton, whose work is always done with great care and accuracy, leads to the conclusion that the increase of persons of school-going age has not been large.

The reports made from the records of attendance in the schools exhibit a somewhat greater proportionate increase. The average of the *whole number registered* during the three terms of the past year, shows an increase of five hundred and forty-seven over the previous year; and an increase in the “average daily attendance” of two hundred and twenty-eight. The inference, therefore, is that if the number of children in the city has not materially increased, there is a manifest improvement in attendance. That this is true, is evident from the greater urgency to gain admission to the schools, especially apparent during the last half of the year. When the new house on Fair street was opened, in January last, two rooms were soon filled; before the close of the term, the third; and during the past (summer) term, all have been occupied. A considerable portion of the Whiting street pupils went with Miss Walker, when she was transferred from that to the school on Fair street. But of the hundred and eighty-three children enrolled there, a large ma-

jority came from elsewhere. At the same time this change was made, the State Street School, on the corner of State and Whiting streets, was removed to the building vacated by Miss Walker. Here it was supposed the children, who had been confined in crowded and inconvenient quarters, would find ample accommodations a long time. But already more than one hundred and twenty pupils have been enrolled, in a single term,—or two scholars for every seat, should all be present at one time.

The Dixwell School, which heretofore has had one room entirely unoccupied, and many vacant seats in other rooms, began to increase during the latter part of the winter term, and recently the vacant room has been opened and nearly filled.

Until lately the upper rooms of the South Street School have been only partially filled ; but during the past term more pupils have applied for admission than could be admitted.

At the opening of the summer term in the High School, there were two hundred and twenty-one pupils, for whom only one hundred and seventy-one seats were provided.

A large number of applicants have been waiting for admission at the Grammar schools, as will be seen by the following figures, showing the number of vacant seats and number of applicants reported, at the middle of the last term :

	Vacant Seats.	No. Waiting
Eaton,.....	5	62
Webster,.....	7	11
Dwight,.....	8	16
Wooster,.....	12	65
Washington,.....	12	70
	<hr/> 44	<hr/> 224

The aggregate number of applicants supplied with tickets and waiting for seats, in the whole district, at the middle of last term, was over three hundred, as appeared from the weekly reports. Moreover, it is known that many are deterred from making application, because so many who do apply fail of gaining admission.

SCHOOL ACCOMMODATIONS.

From the foregoing statement it appears that all the school buildings of the district are fully occupied, and that there is pressing demand for more room. But provision has already been made for the erection of a Grammar School building on the corner of State and Summer streets, which will supply the wants of that section of the city, and relieve the pressure on the Eaton and Wooster Schools. The necessity for the establishment of this school is evident from the fact that no provision has ever been made for public school instruction in the whole of the Sixth Ward and the northern part of the Fifth, which this District comprises, except the Primary Schools in the Hillhouse building ; and these, in consequence of the crowded condition of the High School, have been removed and temporarily located in rented buildings.

From the last enumeration it appears that the number of children in the whole of the Eaton district (of which the Sixth Ward is a part), not including those under five years of age, is twenty-two hundred and eighty-seven (2,287) ; and for their accommodation 750 seats in the Eaton, State and Court Street Schools are provided, leaving 1,642 for whom no provision is made. Allowing that half this number are in private schools, or are employed at labor, the number remaining is greater than could be received into any Grammar school in the city. Within this district are twenty-three private schools, of which a number doubtless have been established and are patronized by parents from the necessity of the case, and not from choice. The earnest entreaties of parents who could not afford to send their children to private schools, and were unwilling to have them run in the streets, growing up in ignorance and in the formation of evil habits, and the injustice of leaving so large, rapidly increasing and enterprising a portion of the city without the means of instruction, led to the decision by the Board to build without farther delay.

The house on Fair street is the only new building erected during the last year. It has four convenient rooms, with fifty seats in each, and is designed for Primary children. Located

at an intermediate point between the Wooster, Eaton, Webster and Washington Grammar Schools, it will be easily accessible to many children who could not conveniently reach the larger schools.

The subdivision of the large rooms in the Webster and Eaton Schools, last year, has secured uniformity in the system, so that every female teacher throughout the city, except the Masters' Assistants, now has a room under her special charge, and is made responsible for the progress of the pupils committed to her care. Few, if any, changes requiring a reconstruction of buildings will hereafter be necessary.

During the winter, renewed complaints of the imperfect ventilation and crowded condition of the room under Mr. Whitmore's charge, in the High School, induced the Board to remove the partition between that and the adjoining Primary Room, which required the removal of the class under Miss Pardee's care from the building. This was effected by sending a large number to the Fair Street School, and the remainder to other schools nearest to the neighborhoods in which they lived. Again, in May, the large accession of pupils to the High School, required the removal of the children from the other two rooms. These have since been temporarily located, one in the lecture room on Court street, and the other in Merwin's Hall on State street. They will remain there only until the completion of the new Grammar School building on State street.

REVIEW OF THE SCHOOLS.

Taking a general survey of what has been accomplished in all the schools, during the year, the results may be regarded as favorable and gratifying. The teachers, as a class, have been regular and faithful in the performance of their duties; although it cannot be said that all have been equally skillful, zealous and successful in their efforts. Many, who have been long in the service of the Board, still maintain the high reputation they have acquired for ability and success, as teachers; and no small share of credit is due to them for the high rank the public schools of New Haven have attained. It is encour-

aging, also, to find many others with less experience, who, by their earnest devotion to the work in which they are engaged, give promise of great excellence and usefulness in the future.

The scheme of studies has been rigidly followed ; the grades have, with few exceptions, been advanced in accordance with the time specified, and by frequent reviews a good degree of thoroughness has been secured.

The monthly meetings of the teachers have been continued, in which topics relating to the general interests of the schools have been discussed. An increased desire for self-improvement is indicated on the part of the teachers by a large increase of subscriptions for educational publications, and more frequent inquiry for information that will afford aid in their work.

THE GRAMMAR SCHOOLS are the proper and most complete representatives of the school system, as now constituted. All departments of instruction, in the elementary branches, are found in them in their true relation, as to gradation and progress. In the lowest room, No. 1, the little ones find their first experience in school life ; and before completing, or even reaching the highest grade, a large majority of pupils finish their school education. The importance of thorough, practical elementary instruction here is manifest. At whatever point in his course the child is compelled to leave school, he should be able to turn to good account every thing he has learned. The perfect gradation and classification of the Grammar schools contributes greatly to the accomplishment of this end. So nearly on an equality are the children graded that a large class may be taught almost as easily as individuals. But the mental activity and energy acquired by emulation and competition of mind with mind is immeasurably superior to that which can ever be secured by individual instruction. Yet classification, however perfect, will avail little without capable teachers. The best talent, the highest qualifications are essential to the highest success, and further improvements must be found chiefly in better methods of imparting instruction, depending on the skill of the teacher.

By the reported results of the examination of candidates for

admission to the High School, in April last, it will be seen that a larger number were received from the Grammar Schools than at any previous examination ; and the rank in scholarship was also higher. The Washington School sent its first delegation since the organization of the Dwight School. Both the Washington and Webster Schools were seriously disturbed by necessary changes made at the opening of the new building on Martin street, three years ago ; but both have nearly recovered their equilibrium. The Webster, Eaton, Wooster and Dwight have now twelve rooms each, and the Washington eight, in which sixty-one teachers are employed, with seats for twenty-nine hundred and sixteen pupils, comprising nearly two-thirds of all the teachers and average registered number of pupils in the District.

The Webster School has been peculiarly unfortunate, in consequence of change of teachers. By the introduction of four new ones, and by promotions made necessary in filling vacancies, a change of teacher has been made in seven of the twelve rooms, during the year.

The Eaton School, whose teachers have heretofore been remarkably permanent, has suffered somewhat from changes. Only a temporary assistant to the Principal was employed during the whole of last term, on account of the difficulty of securing a suitable permanent one. Four other rooms have been supplied, during the last term, by new appointments or substitutes.

The highest success is desirable in the Grammar schools because they constitute the largest portion of the whole system, and give character to it ; their influence upon the remainder is important, because nearly all the smaller schools being tributary to the larger, are stimulated to greater thoroughness in their preparation for promotion, as the standard of the Grammar School is known to be elevated.

A good degree of uniformity in the administration of these schools has been attained ; and the successful results of each year will be certain to increase the confidence of the people in the great excellence of the system adopted.

The Goffe Street School, (colored,) which has been under the charge of Mr. Root, during the past two years, begins to exhibit the results desired and anticipated. A marked improvement in mental application is manifest to those who have watched the operations of this school. A higher ambition on the part of the pupils to excel in good behavior and to make greater progress in the studies, is quite observable. The interest of parents in the improvement of their children is another favorable indication. The school is evidently accomplishing a good work for the class of citizens whom it was designed to benefit.

The Dixwell School has steadily increased in numbers during the last half of the year, and now occupies six rooms. The instruction and general management of the school have been efficient and satisfactory.

The South Street School is making good progress ; and for the first time, all the five rooms were filled, during the last term.

The Mount Pleasant School has never been in better condition than at the close of the year.

The Division Street School labors under great embarrassment from its miscellaneous character and want of room. The older pupils of this neighborhood are sent to the Dixwell and Dwight Schools, as far as it is practicable ; but there are many children too young to go so far, who cannot be admitted into the school. The increased facility of communication by horse cars, between the city and this vicinity, will, doubtless, increase the population, and render the demand for school room still more urgent.

The school heretofore known as the "State Street Special," was removed, at the beginning of the winter term, to the Whiting Street Building. It was a day of rejoicing not often witnessed, when the children, with their teachers, left the old tenement on the corner of State and Whiting streets, to take possession of "the beautiful school room which the Board had been so kind as to give them."

It must be a source of real satisfaction to those benevolent

ladies who can look back upon their first efforts to bring together that little company of neglected, almost homeless children, ill clad and scantily fed, and now upon this large and happy company, so neatly dressed, so cheerful and earnest in their studies, so respectful in their deportment and appreciative of the favors bestowed upon them. Although this school is now fully adopted by the Board and treated, in all respects, as other schools are, these same kind friends or their successors, still continue their excellent service in devoting one half day every week to teach the children needle work. All, boys as well as girls, engage in sewing, and it is difficult to say which enter into it with greater interest or success. This is a most useful department of the school.

The industry and zeal of both teachers and pupils, in their daily work, is nowhere excelled. I have often heard recitations in English grammar, geography and reading, and analysis of problems in mental arithmetic, that would be highly creditable to the higher departments of our schools. The crowded condition of the school has been mentioned elsewhere; and, at the earliest convenience of the Board, more room should be provided. A room for each of these teachers is desirable, and doubtless would be speedily filled.

The Vernon Street School, of a kindred character, is small, and occupies a room small and inconvenient. With more room and better conveniences there might be greater inducements to draw in a large number of the class of pupils who attend there. There are, obviously, many in the streets that ought to be in school. But perhaps the school is doing all it can under present circumstances.

The Carlisle Street School (colored,) is small and quite irregular in attendance. The question what can be done for it, or whether it shall be continued, may well be considered.

The Oyster Point School is small, but has been well cared for during the year.

The school at the Orphan Asylum (Elm street,) is conducted very satisfactorily. A good spirit prevails among the children, and they enter into the exercises of the school with

very commendable zeal. Mr. Jepson has given instructions in music this year, which they appear to enjoy exceedingly, and the improvement they are making in this branch is gratifying.

THE HIGH SCHOOL.

The High School has made good progress during the year. The attendance has never been so large. [See Appendix.]

A number of important changes have been made, and improvements projected, to make needful provision for increased numbers, and to secure a course of instruction that will more completely supply the wants of the community.

The Latin Class, or Preparatory Department, has been made an essential part of the High School, and the whole has been placed in charge of Mr. Kinne as master, and Mr. Whitmore as sub-master. The rooms below have been enlarged, and seats provided for about sixty additional scholars. No pains have been spared to place the school on such a basis as shall meet the demands of the public.

The chief obstacle in the way of improvement at the outset, was found in the limited room at command. With many more pupils than could be seated in the building, no plan could be devised to carry into effect any programme of studies that might be prepared. The removal from the building of the primary schools seemed to be an imperative necessity. This was accomplished at the beginning of the last summer term. The room occupied by the Preparatory Class had previously been enlarged by the removal of the partition between it and the adjoining room, and one of the two rooms in the rear is occupied by the Preparatory Class recently admitted, the other is used as a Recitation Room. With this relief there seemed to be some encouragement to consider what modification could be made in the studies and general administration of the school. After mature consideration and a careful comparison of the courses of studies in some of the best High Schools in the country, a programme was prepared for a course of three years, with a preliminary course of two years in the Preparatory Class, for such as wish to begin Latin at an earlier age than

is practicable for those who complete their course in the Grammar School.

The details and results which are designed to be wrought out from the programme of studies, as presented, (see Appendix,) cannot here be given. These will appear in the daily work of the school; and must be left, in a great measure, to the skill and good judgment of earnest teachers to produce those practical results which shall satisfy the whole community that a High School properly conducted is worth all it costs.

It will be observed that the study of languages is made optional. The Board do not determine that they shall be thrown out of the course, although objections have been made that the classical studies have, heretofore, received an undue proportion of attention, to the detriment of the English department. It will be for the Board to determine, from the apparent interest of the patrons of the school in the continuance of the classics, what provision shall be made for them. But they do intend, on the other hand, that thorough instruction shall be given in all the English branches; that special care shall be taken to instruct the pupils in the application of principles, that the knowledge acquired in school may be put to a practical use in the future business life of the pupil. It does not follow, as a necessity, that the pursuit of the higher departments of study shall be limited or neglected, because greater familiarity with elementary branches is to be required. But if either must receive less attention, it should be the former rather than the latter. The intellectual effort required to master the principles and solve the difficult problems in the higher mathematics is valuable as a mental discipline, as is the vigorous exercise of the gymnasium for strengthening the muscles of the body; but it is quite as valuable an acquisition for the boy who is soon to enter mercantile life, to be able to use, readily and correctly, the principles of common arithmetic;—because, very soon, on these must he depend for success in his daily business. Whatever attainments he may make in the higher departments of literature and mental science, he must

not be allowed to forget that a free and easy use of his own language, both written and oral, is to be of the first importance to him in all his future relations in life. To a young man about to engage in business, ability to express thought on paper with facility and accuracy would be a better testimonial of capability than the best letter of recommendation.

Desirable as all advanced studies are for the higher influence which they exert in expanding, strengthening and furnishing the mind, a retention of all elementary knowledge, kept fresh and ready for use in all ordinary transactions, is essential to the majority of our pupils, to whom education means assistance in business pursuits, rather than intellectual refinement. Let the former be secured, by all means, to the fullest extent consistent with the preservation of elementary knowledge.

If any object that this course compels the High School to a review of the work which should be completed in the Grammar School, it should be remembered that the lower schools can never complete their work so as to make a review unnecessary. From the immature nature of the child's mind, it is impossible for him to fully comprehend the object for which he studies, or the application of principles. It is but a faint glimmer of light that the teacher is able to let into his mind in all early instruction; and but a small portion of all that is taught is distinctly remembered and ready for use when required. Hence the value of frequent reviews in all stages of instruction. As the mind becomes mature, its perceptions of relations keen and exact, its comprehension of the object for which it is laboring more clear and well defined, the deficiencies of his early course may be rapidly supplied by retracing his previous course. It is only by occasional reviews and the application of tests that the pupil himself is made conscious of his imperfection in the knowledge of things which he thinks he has completely mastered. A consciousness of defects, on his part, is the first step towards improvement.

The demand for special instruction, to prepare young men for business of every kind, is evinced in the extensive patronage of "Business Colleges," in which pupils are supposed to

be peculiarly fitted for commercial pursuits. Whatever is particularly valuable in these institutions can, and should, be as well taught in the High School. Nor is it less important that every boy should be made familiar with the principles of philosophy and their application in the mechanic arts ; so that whether engaged in labor, or in the supervision of work, he may be able more intelligently to perform his duties.

Another class of pupils should receive special instruction for the duties they will be likely to assume. At the present time, nearly one third of the female teachers employed in our public schools have received their preparation for teaching in them. The proportion, in future is likely to be still greater. As their business will be to teach the elementary branches exclusively, the importance of thorough preparation in them will be obvious. If, in the High School, young ladies can obtain a suitable education, and in the training school can get the requisite practice in teaching, they may gain at home all the essential advantages of a Normal school, without additional expense to themselves or the city, while the reflex influence to both will be beneficial and important.

These remarks are offered to illustrate, in some measure, the plan and purposes of the Board in the proposed changes in the High School course of instruction.

The programme of studies as adopted by the Board, with the statement accompanying may be found in the Appendix of this report ; also, the report of the Principal of the High School, exhibiting the results of the annual examination of candidates for admission to the High School, in April last.

TRAINING SCHOOL.

The employment of young persons as teachers, who have but recently finished their attendance at school as pupils, entirely inexperienced, with no adequate comprehension of the responsibilities and duties of the teacher, has always seemed to me alike hazardous to the teacher and the school. The loss of reputation to the beginner, in regard to capability in teaching, and the demoralization of the school in case of failure, are

of so great importance both to individual and public interests, as to demand the most careful consideration of means whereby success may, if possible, be made certain.

My report of last year gave some account of the method adopted to give the candidate a little preparation for her work, by observing for a few weeks the methods of teaching and discipline, as seen in the daily practice of our schools. The knowledge thus acquired, together with an occasional opportunity to instruct a class under the direction of the teacher, served to initiate the beginner, and enable her to undertake her duties with greater confidence and hope of success. The advantages derived from this process of observation have been so manifest, that I should deem it unjust to place upon any one destitute of experience, the responsibilities of a school, without so much preparation, at least, as this experience gives, insignificant as it may appear.

During the past year, however, this method has been, in a measure, superseded by the adoption of another far more valuable and efficient in its operation, by the establishment of a school in which young ladies receive instruction in methods of teaching and governing, while they have the responsibility of the room placed under their charge.

In the erection of the new school house on Fair street, a favorable opportunity occurred to provide actual instruction for young teachers while engaged in teaching, without increased expense to the district. Early in January last, the school was opened under the supervision of Miss Cornelia A. Walker, as principal, whose fitness for the position had been satisfactorily proved by her previous service in the public schools of the city. At the beginning of the first term only two rooms were occupied; near the close, a third; and during the past (summer) term, the fourth room was opened. During this period, seven young ladies have been employed as teachers under the direction and instruction of the principal. Of these, three having given satisfactory evidence of good qualities and qualifications as teachers, have been appointed to permanent positions in other schools of the city. They have now been em-

played one term under their appointments, where they have been thrown on their own resources, both in discipline and teaching, with very gratifying results in regard to their capability and the benefits they received from their preparation in the "training school." Others are now engaged in a course of preparation which will fit them in like manner to fill vacancies as they may occur.

The following statement is added for the information of those interested in the progress of the public schools, to indicate the purposes for which this school has been organized on its present basis.

1. To avoid the necessity of employing, in responsible positions, young persons entirely destitute of preparation and experience, with no means of improvement, except by crude experiments on the children in their teaching and government, without any one to aid or guide them. It is believed that the instruction and practice of a single term here will better fit them for their duties as teachers, than a year's experience in the ordinary mode of guess-work teaching.

2. To save beginners from failure,—disastrous to their reputation as teachers, and a very serious loss to the District in the demoralization of the school.

3. To furnish them practice in teaching while learning how to perform the duties required, under the supervision of a competent teacher, who shall be able to correct their errors, point out their defects, give advice, and render all needful assistance. Under her instruction they learn how to organize a school, to classify the pupils, and so order the daily exercises as to secure a complete systematic performance of all duties pertaining to the school.

4. Especial care is taken to present the best methods of elementary instruction, in all the branches taught, by daily practice; also, to indicate sources of information in educational publications by which the experience of others may be called into requisition.

5. Special attention is given to that most difficult of all duties, school government. While the order and discipline of

the room is left in the hands of the teacher, the principal is always ready, in cases of emergency, to advise and render assistance. The dispositions of the children, their temperaments and habits, their probable home treatment, are made prominent subjects of study ; also the best method of encouraging the pupils to a cheerful observance of all requirements. Judicious modes of punishment are carefully sought for, to meet all necessary cases where other measures fail.

6. This school comprises the first four grades, properly the primary department, of the school system, and the young teachers are confined to these in their practice ; yet the instruction they receive involves general principles which are applicable to all the higher grades, and with good judgment in their application, experience will in due time enable them to take charge of higher rooms, according to their qualifications.

7. From this room we shall be better able to supply substitutes to fill temporary vacancies occasioned by sickness, &c., of permanent teachers. Hitherto we have been obliged to call upon those who have *never taught* to perform the most difficult task required in the schools ; or look for those who have had experience, but, perchance, may not be employed. In the former case, inexperienced persons may be readily procured, because they hope thus to gain promotion to permanent situations. In the latter, other employments interfere, often, and disappointment is more frequent than success, in the search.

8. Permanent appointments are made sure to all candidates admitted on trial, who prove themselves competent to perform satisfactorily the duties required, during their connection with the school.

9. Among the gratifying results of the experiment, thus far, are the thoroughness of the instruction and the progress of the children in their studies. These are due, first, to the efficiency of the principal, who is never satisfied with partial success, whose watchful care suffers no pupil to be neglected ; and second, to the earnest desire of the young teacher to perform her work successfully, knowing that she can have no better

passport to promotion. Parents who witness from time to time the exercises of the classes and the general movements of the school, cannot but feel satisfied with what is done for their children.

10. In view of the results, on the whole, in providing competent teachers from the pupils as they complete their studies in our schools; in the excellent instruction the children receive; and in the economy of the arrangement, costing, as it does, less expenditure of money than would be required to conduct the school in the ordinary way, I commend this enterprise to the attention of the Board, as one of the most influential elements we possess in strengthening and perfecting the whole system of our public schools.

WITHDRAWAL OF TEACHERS.

The number of changes occasioned by the resignation of teachers during the year has been smaller than usual; and few, if any, have withdrawn from their engagements without satisfactory reasons and sufficient notice of their intentions. Still, the changes made under these favorable circumstances have resulted in serious loss to several schools.

The difficulty of securing competent teachers to fill vacancies on short notice, may be readily inferred from the fact that superior teachers are usually under engagements for the year, which forbid their resignation to fill other positions. If they are occasionally found unemployed, it should be deemed a fortunate occurrence rather than an event to be expected. The best substitutes we can obtain, with rare exceptions, are strangers to the pupils, are unacquainted with the methods of conducting the classes, and frequently are unfamiliar with the branches they are required to teach. The discipline of the school is apt to suffer and general derangement of system and order follows.

When the annual appointments are made by the Board a permanent engagement for the year is contemplated; and every teacher accepting the appointment is supposed to do so with the full expectation of continuing in the service through

the year. The obligations in the case are reciprocal ; and one party should not claim exemption from them not allowed to the other. For reasonable cause, on either side, the contract may be annulled.

In this connection, it may be proper to add a suggestion in relation to the employment of teachers when vacancies occur.

The first point to be determined is whether a teacher of experience and established reputation *must* be secured ; or one without experience *may* be safely employed.

Classes in all the higher grades of our schools demand those indispensable qualifications which enable the teacher to command respect, inspire confidence and impart impulse to the mental energies of the pupil which can come only from mature mind and successful experience. The earliest primary instruction, likewise, requires a combination of great skill, sound judgment, sympathy and gentleness which cannot be reasonably expected from those who have, themselves, but just passed the age and inexperience of childhood. The importance of giving right direction to the faculties of the child and securing a proper development of the intellect, at the very threshold of his education, is more generally recognized than formerly, and the necessity of employing teachers of mature age and experience is admitted.

Indeed, for every grade such teachers are preferable ; but there must be novices as well as veterans in the service, and the question is, where can the former be safely employed that, in due time, they may be transformed into the latter. Their true place, obviously, is intermediate between the first primary and the higher grades which imperatively demand mature age and experience. With the instruction and practice which will be given to them in the training school, they may here begin their work, if anywhere, with the hope of success. Promotion to higher grades will be certain whenever their qualifications become properly developed.

Since a large proportion of the applicants for positions, as teachers, are residents of New Haven, it is evident that the children educated in our schools will ultimately secure a preference as teachers in them.

But, whether we procure our teachers at home or from abroad, the only true policy is to secure the best, for upon them must the success of the schools depend.

EXAMINATION OF APPLICANTS FOR TEACHING.

Many persons make applications for positions as teachers. Their names are recorded, and selections are made from this class to fill vacancies. In order to obtain some evidence of the relative qualifications of individuals, an examination of applicants, residents of New Haven, was held at the High School in June last, by the Committee on Schools and Superintendent. Forty-two young ladies presented themselves, and occupied about five hours in preparing written answers to questions presented. The examination was confined to common English branches, Arithmetic, English Grammar, Geography, History of the United States, Spelling, and Reading. A few questions were added to draw out the views of candidates relating to the duties of the teacher, methods of teaching and governing a school. Many of the papers written on the occasion were very creditable; but too many exhibited serious deficiencies in the various branches and a very inadequate idea of the qualifications and duties of the teacher.

In Spelling, only four individuals out of the whole number wrote correctly all the twenty words given out for spelling; and some missed twelve to fifteen words of the number given. In some papers a great want of familiarity with the elementary principles of Arithmetic and English Grammar was manifest.

Certificates of examination and qualifications for teaching, as the law of the State requires, will be given to those thus examined who shall be employed as teachers in the Schools of the city. The first service of young persons without experience must usually be in the Fair Street School, where they will gain experience and receive instruction in preparation for taking permanent and responsible positions in the schools.

The Committee on Schools propose to have two examinations of applicants during each year, of which notice will be given through the newspapers.

IRREGULAR ATTENDANCE.

Irregularity of attendance, its evils and remedies, received full attention in my last report. It is a matter of regret and discouragement that little, if any, improvement has been made during the past year, notwithstanding the great care and efforts of the teachers to diminish the number of absences.

It is a startling fact, that 132,365 half-days have been lost, in one year, by non-attendance of pupils. It is equivalent to the daily absence of 330 scholars. If these absentees were all from one of the Grammar Schools, six rooms, or one-half of all in the building, would be left vacant each day, through the year. The services of six teachers could be dispensed with, whose salaries would, in the aggregate, amount to about \$3000. But the pecuniary loss is of less consequence than the paralyzing influence which irregularity produces on all the schools, retarding progress and crippling the teachers. The bad effects are not less because the cases of absence are scattered throughout the district. Indeed, it would be an improvement, every way, if all absenteeism could be concentrated in one school. We should then know that only a single limb is diseased, while the whole body otherwise is in vigorous health.

This fault must be corrected chiefly at home. Parents have the responsibility resting upon them, when teachers labor, as they have during the past year, to secure regular attendance. At least the blame cannot be laid at the door of the latter.

TRUANCY goes to swell the amount of absences, and is an evil, in many cases, beyond the control of both parents and teachers. The number of *truants* reported during the year is 316; and the number of *cases* of truancy is 616. This is a subject deserving the serious consideration of the Board; and appeal should be made to the civil authorities, if the evil cannot be abated without their aid. Truancy is a most prolific source of annoyance and petty crime in every neighborhood, which, sooner or later, will be developed in its full strength. Protection to the community, as well as to the schools, requires efficient action in this matter. A special school was urged

last year as a remedy for truancy. The necessity for such a school appears to me greater than ever. In other cities the experiment has been tried with very satisfactory results. Again I commend this subject to the attention of the Board.

PENMANSHIP.

Penmanship stands next, in importance, to reading, among the common branches taught in the schools. Legibility constitutes its chief value, since that which cannot be read is useless; and in proportion to the difficulty of deciphering a careless scrawl is the value of the writing diminished.

The very general failure to teach penmanship successfully is due chiefly to the fact that most teachers regard writing as a merely imitative art, depending on mechanical skill in the execution. Skill and the power of imitation are, indeed, necessary; but back of these, a clear conception of *form*, and a knowledge of the principles on which that form depends, are indispensable. The latter give character to the style, and furnish the basis on which the system rests. Without instruction in principles, uniformity of style can never be secured among the pupils of a school. Let the penmanship of several schools be compared, in which it is taught by mere imitation, by teachers whose ideas are governed by their own peculiar style of writing, and the want of uniformity, as well as obvious defects, will be conspicuous. For want of specific knowledge of those principles on which success depends, teachers often become discouraged and regard the exercise of the writing hour as irksome and most unwelcome of all the duties they are required to perform.

In order to secure greater uniformity and perfection in this branch, a proposition was made, early in the year, that the teachers should receive a course of lessons in penmanship. Mr. James D. Whitmore, teacher of the Preparatory Class in the High School, was employed to give the instruction, and performed his duty in a very satisfactory manner. He first described in detail the proper mode of conducting the writing exercise in the schools; next gave a clear and minute analysis

of the Spencerian and Duntonian systems, and, with abundant blackboard illustrations, exhibited the principles which determine the forms of letters and give character to the style of penmanship adopted. With a proper amount of practice, in connection with this instruction, it seemed hardly possible for any member of the class to fail of teaching well that which had been so thoroughly taught to them. The interest manifested by most of the teachers, in their attendance and attention was gratifying, and gave assurance of future benefits to the pupils under their charge.

Already valuable results are apparent. A new impulse in the writing classes generally is observable. Teachers and pupils appear to be ambitious to accomplish something better than heretofore. At the examination of candidates for admission to the High School, the excellent specimens exhibited a manifest improvement in penmanship, in comparison with those of former years. Still greater benefits may be reasonably expected, during the coming year, from this experiment. The only drawback to be anticipated is that new teachers who have not had the instruction, and those who had the opportunity, but failed to improve it, may not be able to produce equally valuable results.

The children writing on slates are to be taught, hereafter, in the same manner as those who write on paper, the principles entering into the forms of letters, mode of sitting at the desk, holding the pencil, &c., so far as may be practicable. Not only should they be taught to avoid the careless habits which they usually acquire, but by careful training should be prepared to use the pen, at the proper time, without the necessity of new instruction.

DRAWING.

Drawing and penmanship are closely allied in principles, but are too often separated in practice. Why should so much time be spent in perfecting the latter and so little attention be given to the former, is a question often asked, and deserves consideration.

Penmanship is deemed an indispensable qualification for business, while drawing is regarded as a mere accomplishment, of comparatively little practical utility. Without detracting a particle from the merits of the former, a few words may be offered in relation to drawing.

The utility of drawing cannot for a moment be doubted by any one who observes the wide extent of its application. As a means of mental culture, its value is not unimportant. The practice of close observation improves the *perceptive* faculty, renders it keener to discern, and enables a person to see more objects, and in their exact relation to each other, than without it. The *memory* is strengthened, because things distinctly seen make a stronger impression, and the image is more easily retained in mind. The *judgment* is improved by constant and careful comparison of size, form, and their relations.

But drawing has a more practical application; and it is chiefly in this light that it should be urged as a branch to be taught in the schools.

Few boys engage in mechanical pursuits, at the present day, without learning immediately the advantages of this art. Those who are skillful in it readily secure good positions and lucrative business. The demand for the services of professional draughtsmen, and ability even of the common workman to draw plans and sketch the forms of objects, may be inferred from the fact that every machine, and nearly every part of it must be represented by a drawing before it can be constructed. Architectural drawings are necessary in the erection of buildings of every description. There is scarcely an object in nature or art, of which a representation may not be found. Accuracy of workmanship and economy of time are secured by drawing. The employer and workman come to a mutual understanding, at once, by a correct sketch of an object to be made. The one is relieved from the necessity of a constant repetition of minute directions; the other goes to his work with confidence, because he has before him the exact representation of the thing to be made. Everything that facilitates business, lightens the burdens of labor, and secures accuracy and dispatch, is a public benefaction

Merely to copy a picture, or something already drawn, is not the object to be sought ; but he able to give representations of forms of objects before the eye is an attainment to be desired. Let the children be taught to draw *accurately* and with facility straight lines and curves, and their combinations, in the simplest manner at first, and the foundation is laid for all future attainment. Perhaps nothing better can be found, as a guide, than Professor Bail's drawing-cards. These in the hands of any teacher who desires to teach the single elements of drawing will afford much assistance. For a better preparation to teach the children as they advance with a moderate amount of instruction from Professor Bail, or any competent teacher, with a little daily practice, any ordinary teacher can as easily give elementary instruction in this branch as in penmanship.

If advanced pupils require more skillful teaching for the small number of that class, a professional teacher may be employed, should it be deemed expedient, or such pupils may there take private lessons to perfect themselves for any purpose and to any extent they wish.

Very young children can be pleasantly and profitably occupied with simple exercises, which the teacher can turn to good account, both for employment of time and an aid in government. In older classes, if necessary, for want of time, alternation of writing and drawing lessons might be adopted. Drawing would be gained with little loss in penmanship.

These suggestions are made to call attention to the subject, with the hope that valuable practical results may hereafter be attained.

VOCAL MUSIC.

Mr. Jepson has performed the duties of his department during the year in a very satisfactory manner. Unabated interest in vocal music continues, and good progress has been made in all the schools.

A second anniversary rehearsal, given in Music Hall, at the close of the summer term, afforded another opportunity to a large

number of the citizens of New Haven, to witness some of the results of instruction in vocal music, in the schools. About seven hundred pupils were assembled with their teachers, and under the direction of Mr. Jepson gave numerous illustrations of their proficiency by a great variety of exercises.

The views expressed last year in relation to the value of this department of instruction in the schools, are confirmed by the experience of another year. I have only this additional suggestion to make, viz : that greater care is needed in cultivating and training the voices of the children in the primary rooms.

Instruction in the science of music properly begins at number five, in the Grammar Schools ; but in all the rooms below that, the children sing entirely by rote. They engage in the exercise with great earnestness, and find genuine enjoyment in it. The variety which it introduces into the programme of the daily duties makes the confinement of the school room less irksome ; and a proper use of the voice contributes to health. All this is well ; but may not something more be accomplished ?

The cultivation of the human voice is an important part of every child's education, and should be commenced at an early age. If properly trained while in the primary rooms, considerable preparation may be made for the stage of instruction, upon which the pupil will enter in number five. It seems to me that this may be done with little labor or loss of time. The principal object to be sought is the cultivation of the tones of the voice. Special care should be taken, in the first place, to guard against injurious practices in singing.

Children are apt to think that singing means screaming. While care is necessary to preserve the full, clear, resonant tones natural to childhood, it is quite important to avoid the excess into which children are prone to fall.

The teacher should take care that the pupils begin every tune on the proper key, or pitch, to avoid straining the voice on the high notes which may occur in the tune to be sung ; or, sinking too deeply into the throat on the low notes, which often renders an air unrecognizable.

To cultivate the ear and voice, and accustom the children to the succession of correct tones and intervals, let them sing the scale a few times every day. It should be done with care, as an important exercise.

Each exercise in singing should be brief, a single tune with two or three verses, at a time, is enough, except when practice is necessary to learn new tunes. Short and frequent exercises, well interspersed among the recitations of the day, are far better than protracted ones less frequently.

The benefits to be derived from a careful training of the voice in singing, will contribute to improvement in reading and speaking. That it should be commenced early, and carefully conducted through the whole course of school instruction, is sufficiently obvious. Ability, on the part of the teacher, to teach vocal music, is becoming more and more an essential requisite: and it should be as carefully taught in the early instruction as the elementary lessons in ordinary branches of study.

EVENING SCHOOL.

The Evening School, started and sustained chiefly by the benevolent efforts of Mr. Isaac Pierson, for boys and young men who were so employed that they could not attend the day schools, was continued through the past winter under the instruction of Mr. F. V. Garretson, of the last Senior Class.

An occasional visit has increased my conviction that it is a very useful institution for the class of persons attending it. In no school are pupils found more earnest and studious than those who voluntarily assemble here after the labor of the day is completed.

Although this school does not come under the supervision of the Board, it may be proper to present the following communication from Mr. Pierson, showing what the school has accomplished :

Prof. D. C. GILMAN,

Chairman of the Committee on Schools:

DEAR SIR:—Having had the moral support of your Board, and having received the sum of \$50 from the same source, we take pleasure in acknowledging the same and offering to the public a simple statement of the work in which we have been engaged during the past winter, hoping also that it may serve to solve the question, “Can an Evening School be made a success in New Haven?”

The school was held in the building No. 247 Chapel street, and was conducted by Mr. Garretson, to whose efficiency much of its success is due. We held two terms—the first of twelve, and the second of ten weeks, there being four sessions of two hours length during each week. Our purpose being to *be* rather than to *seem* successful, we paid little attention to record-keeping during the first term, but being gratified with the success of this term, we determined to keep such records of the second as might be presented to the public.

The second term began February 4, and closed April 12. The regular studies were Arithmetic, Reading, Writing and Spelling; to these were added frequent short lectures on English Grammar and Physiology, some lessons and black-board examples, in Book-keeping and the making out of Bills; also, some instruction in Abbreviations.

All the scholars began in Arithmetic at the very first principles, and were advanced according to their individual ability as rapidly as thoroughness would allow, none being crowded on to new ground while there remained unfamiliar principles behind, and none being held back when able to advance. In this way, we found at the end of the term that nearly all had acquired thorough familiarity with Common Fractions, six had just finished Reduction of Currencies; six, Partial Payments; and two, Square and Cube roots. The advancement in the other studies was equally encouraging.

As to the ages of the scholars, there were thirteen of over 16 years; nineteen between the ages of 12 and 16; the remainder between 10 and 12, none being less than 10 years of age.

As to the attendance, the largest at any one session was 42; the least, 12, (which happened on the night of special outside attractions and duties). The average attendance throughout was

24. In order to secure regularity of attendance and good deportment, each scholar was required to pay \$4.00 tuition per term,—this, however, being remitted entirely, or in part, in cases which seemed needy and deserving.

The total expense of the school for the two terms, twenty-two weeks in all, was \$296.90, (including rent of room, purchase of some furniture, fuel, payment of teacher and incidental expenses). Of this sum, \$208.50 was received from tuition—the remainder being made up by private subscription and the \$50.00 received from the Board of Education, through whom and at whose request, we hereby submit to the public our report.

Yours respectfully,

WILLIAM FRANKLIN,
ISAAC PIERSON.

NEW HAVEN, June 27, 1867.

In many cities and large towns, evening schools are organized and sustained under the authority and supervision of school officers, wholly or in part at public expense, with very satisfactory results.

In this rapid review of the year's work, neither time nor space will permit the discussion of many important topics that press for consideration; but the satisfactory condition and progress of the Schools render it less necessary at the present time. The experience of another year in observing the operations and influence of the Public School system in New Haven has strengthened my convictions that it is an institution of vital importance to the prosperity of this community. Its influence is all-pervading for good results; and no substitute can be found so effectual to aid in the support of good order—to diffuse knowledge into every department of industry—to increase the intelligence of all classes, and strengthen the bonds of society. The great excellence of the system consists in the fact that the benefits it proffers are equally free to all. Children, properly educated, morally as well as intellectually, become the natural protectors of rights, both of property and

person. Instead of requiring a police force and prisons to restrain them, they in due time become the natural guardians of society. If it costs money and seems a burden, what would it cost to control the multitudes who would grow up in ignorance and crime, if schools were abolished? Let the cultivation of the intellect, the morals and manners of all our youth, of whatsoever name or nation among us, be thoroughly secured, and we have the best possible safeguard against danger and the strongest assurance of future prosperity.

Respectfully submitted,

A. PARISH,
Superintendent of Public Schools.

NEW HAVEN, *August*, 1867.

APPENDIX.

NEW HAVEN PUBLIC HIGH SCHOOL.

The High School is a part of the Public School system, in which instruction is provided in branches of study more advanced than those pursued in the Grammar schools, and is the highest department furnished at public expense.

The following statement is made, that the citizens of New Haven may become better acquainted with the advantages it is designed to furnish to pupils, and to give definite information in relation to the special objects it aims to accomplish in the re-organization of its studies:

I. The Course of Study proposed for the High School, comprises such instruction and branches of study as will give to its pupils both a *general* and *special* preparation for usefulness in after life. For those who desire to secure a thorough course of mental training, and to lay a foundation for the acquisition of knowledge, or who wish to prepare for a more extended course, in the future, either in classical or scientific studies, provision is made for the study of Language and Mathematics to such an extent as the wants of the community may require. The scheme provides, also, for instruction in Natural Science, from which the pupil may obtain a general knowledge of principles and their applications in the various departments of business life.

The regular course, as laid down, is designed to occupy a space of three years: thus completing the period of public school instruction in such a manner as to furnish to every child a thorough and substantial education.

II. For those whose circumstances limit the time of their attendance at school, or who wish to prepare themselves for some particular vocation, a selection from the regular studies may be made, adapted to their wants. A special preparation for *commercial pursuits* comprises so much of the regular course as the time of the

pupil will admit; and, in addition, special attention is given to Book Keeping, Commercial Arithmetic, Penmanship, Business Forms, &c.; also to Mensuration, Mechanical Drawing, and the principles of Natural Science as pertaining to the Mechanic Arts, &c.

III. As a large number of the young ladies who have been educated in the High School have become teachers, special efforts will be made to fit for the occupation of teachers, those who desire to be so employed.

The Scheme of Studies herewith presented, is a condensed plan, designed to exhibit the course of instruction necessary for the several purposes named above.

COURSE OF STUDY.

First Year.

SUMMER TERM.	OPTIONAL STUDIES.
Algebra and Arithmetic. Physical Geography. English Grammar, with Analysis, Derivation of Words, and Construction of Sentences.	Latin. Ancient History. Chronology, and Geography.
FALL TERM.	COLLATERAL STUDIES.
Algebra and Arithmetic. Physical Geography. English Grammar, with Analysis, &c. continued.	During each term of the year, at stated times, all the pupils will have exercises in Elocution—in the form of Reading, Declamation, or Recitation; also in Orthography, Penmanship, Drawing and Composition. Physiology taught by Lectures.
WINTER TERM.	
Algebra and Arithmetic. Modern History. English Language. Rhetoric and written Exercises.	

Second Year.

SUMMER TERM.	OPTIONAL STUDIES.
Geometry. Modern History. English Literature, Rhetoric and Written Exercises.	Latin. Greek. French. German.
FALL TERM.	COLLATERAL STUDIES.
Geometry. Modern History. Book Keeping, Business Forms, &c.	As in first year.
WINTER TERM.	
Geometry. American History. Book Keeping, Commercial Arithmetic, &c.	

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COURSE OF STUDY.

First Year.

SUMMER TERM.	OPTIONAL STUDIES.
Algebra and Arithmetic. Physical Geography. English Grammar, with Analysis, Derivation of Words, and Construction of Sentences.	Latin. Ancient History. Chronology, and Geography.
FALL TERM.	COLLATERAL STUDIES.
Algebra and Arithmetic. Physical Geography. English Grammar, with Analysis, &c. continued.	During each term of the year, at stated times, all the pupils will have exercises in Elocution—in the form of Reading, Declamation, or Recitation; also in Orthography, Penmanship, Drawing and Composition. Physiology taught by Lectures.
WINTER TERM.	
Algebra and Arithmetic. Modern History. English Language. Rhetoric and written Exercises.	

Second Year.

SUMMER TERM.	OPTIONAL STUDIES.
Geometry. Modern History. English Literature, Rhetoric and Written Exercises.	Latin. Greek. French. German.
FALL TERM.	COLLATERAL STUDIES.
Geometry. Modern History. Book Keeping, Business Forms, &c.	As in first year.
WINTER TERM.	
Geometry. American History. Book Keeping, Commercial Arithmetic, &c.	

Third Year.

SUMMER TERM.	OPTIONAL STUDIES.
Trigonometry. Natural Philosophy.	Latin. Greek. French. German.
FALL TERM.	COLLATERAL STUDIES.
Trigonometry. Natural Philosophy. Astronomy.	As in first and second years.
WINTER TERM.	
Yonman's Household Science. Natural History, Constitution U. S. and of Connecticut.	

TERMS OF ADMISSION TO THE HIGH SCHOOL.

The Annual Examination of candidates for the admission of a new class, takes place at the High School during the last three days of the winter term. Pupils may be admitted during the year, for special reasons; but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed for pupils received at other times.

The following are the branches on which the candidates are examined for admission:

Arithmetic, English Grammar, Geography, History of the United States, Reading, Spelling, and Penmanship. A knowledge of other and higher branches will be no substitute for those required.

In ARITHMETIC, the candidate must be familiar with the whole of "Eaton's Common School" and "Intellectual Arithmetic," or some other equivalent text books.

In ENGLISH GRAMMAR, he must be able to analyze and parse, readily and correctly, ordinary sentences in prose and poetry, giving rules from the Grammar which shall indicate a clear understanding of the construction and principles of the language.

An intimate acquaintance with TOPICAL GEOGRAPHY is required; and the more knowledge of *descriptive* and *physical* Geography the better.

A knowledge of the outline of the History of the United States is required.

Ability to read well and spell correctly are essential qualifications.

Pupils below the first class in the Grammar schools are not received as candidates for examination, unless recommended by the Principal, as, in his opinion, qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools" for their approval previous to the examination. The questions are not to be restricted to the text-books used in the Schools, yet they will correspond in form and principles with those with which the pupil should be familiar, from his previous instruction.

ADMISSION TO THE LATIN OR PREPARATORY CLASS.

Many parents wish their children to commence the study of Latin at an age younger than that at which pupils usually finish their course in the Grammar schools, in preparation for the High School. To those who wish to begin the study of the Languages, in preparation for College, it is essential that they should begin the study of Latin early. To meet this want, provision has been made for the admission of a younger class of pupils, and less advanced in their English studies, than those received from the Grammar schools, in the regular course. No pupil is received into this class who does not make Latin a prominent study, with the intention of pursuing it at least two years. At the end of that time every pupil of ordinary capacity should be prepared, in the English branches, to enter the regular classes of the High School.

The conditions of admission to this class are,—1st, an expressed desire on the part of parents or guardians, that their children shall take Latin as a principal study; 2d, that they shall have thoroughly mastered the ground rules of Arithmetic, and made corresponding progress in their other studies. Pupils in this class will continue their studies in the English branches, in connection with the Latin.

From the foregoing statements it will be obvious, that while instruction is given in classical studies as well as in French and German, the Board of Education are determined to provide a thorough course of instruction in the Higher English branches, with especial reference to those who are to begin the active duties of life without other advantages than those which they will all here obtain.

REPORT

OF THE

PRINCIPAL OF THE HIGH SCHOOL,

With results of Examination of Candidates, April, 1867.

To the Committee on Schools :

GENTLEMEN:—At the examination, this year, for admission to the Public High School, seventy-six candidates presented themselves; from the Public Schools, seventy; from other sources, six. This number is much the largest that ever sought admission on such occasion to the school.

The questions for the examination—a copy of which is herewith laid before you—were taken, with hardly an exception, from the text-books now in use in the Public Schools, and are such, therefore, as the candidates from these schools have seen, or ought to have seen and answered in the course of their year's studies.

The table herewith submitted will give you the results of the examination, school by school. It shows you that the Eaton School stands first in Arithmetic, Geography, Grammar, History and Spelling; that the Dwight School is first in reading, and the Latin and Wooster Schools stand equal and first in Penmanship. The Eaton School is first also in the general average. The scholars of the Wooster School are the oldest, and those of the Washington School the youngest, of the Public School scholars. The Dwight School sent up to the examination one scholar for each fifty-one of its seats; the Eaton, one for thirty-seven seats; the Latin School, one for four seats and a third, the Washington, one for sixty-three; the Webster, one for fifty-three; and the Wooster School, one for each one hundred and one of its seats.

Mary M. Tuttle, of the Eaton School, stands first in the general average of all the studies. Robert W. Scharf, of the Webster School, is first in Arithmetic; Timothy J. Crowley, of the Dwight,

first in Geography ; Sarah Cooper, of the Eaton, first in Grammar ; Ettie M. Clark, of the Eaton, first in History ; Sarah Huggins, of the Dwight, and Carrie L. Bromley, of the Wooster, stand' together first in Reading. Two Eaton scholars, two Latin School scholars, one Webster and one Wooster scholar reached the highest mark in Penmanship. Three Dwight scholars, five Eaton, two Latin School scholars and two Webster scholars reached perfection in the examination in Spelling.

Taking the nature of the questions into consideration, the results of this year are less satisfactory than the results of last year. The candidates of 1867 are half a year and more older than the candidates of '66 ; they stand below the candidates of '66—though slightly—in Arithmetic and Grammar ; a little above in Geography, History, Reading and Writing ; markedly above in Spelling. Here the credits gained are high ; but mis-spelled words, especially in geographical proper names, showed themselves too often in the written work of the candidates. But three of the candidates—and they were from schools not under your care—fell so low as to be considered unfit for admission to the school. For the Latin or Preparatory Class, but twelve candidates showed themselves,—no public notice concerning admission to this part of the school having been given.

Respectfully submitted :

WM. KINNE,

Master of Public Latin and High School.

NEW HAVEN, April 24, 1867.

TABLE I.

New Haven Public High School.—Examination of Candidates, April 22, 23, 24, 1887.
RESULTS.

PUBLIC SCHOOLS.	Seats.	SENT UP.		Av. Age.	STUDIES.							
		Boys.	Girls.		Arithmetic				Geography			
					Grammar.	History.	Reading.	Writing.	Spelling.	Average.		
Dwight School.....	615	2	10	14.50	69.25	75.25	74.58	60.75	72.98	62.98	95.17	72.98
Eaton School	596	2	14	15.13	81.25	84.50	85.69	83.88	61.67	65.31	97.50	79.90
Latin School	52	10	2	14.08	57.17	56.83			57.08	66.67	90.25	65.60
Washington School.....	443	1	6	13.00	58.71	70.80	71.14	54.30	52.86	50.00	86.43	63.39
Webster School	638	2	14	14.38	61.75	62.25	70.69	46.13	57.19	63.50	95.75	65.32
Wooster School	604	1	5	15.50	56.20	58.33	47.67	39.50	57.50	66.67	93.50	59.91
General result		18	51	14.48	66.13	69.20	73.35	59.82	60.51	63.28	93.96	

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TABLE II.

Public Latin and High School.—No. of Scholars Registered each Term.

YEARS.	JAN. TERM.		MAY TERM.		SEPT. TERM.		YEARS.	JAN. TERM.		MAY TERM.		SEPT. TERM.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1859.....			39	46	40	48	1864.....	53	58	42	41	79	77
1860.....	30	39	21	33	33	59	1865.....	71	65	86	78	94	70
1861.....	29	55	27	48	36	69	1866.....	84	60	94	74	103	74
1862.....	36	61	26	48	30	68	1867.....	96	67	111	114		
1863.....	22	56	18	45	53	63							

NEW HAVEN PUBLIC HIGH SCHOOL.

Examination of Candidates, April 22d, 23d, and 24th, 1867.

ARITHMETIC.

1. How many bricks, each 8 inches long, 4 inches wide, and 2 inches thick, would occupy the same space as 600 stones, each 2 feet long, $1\frac{1}{2}$ feet wide, and 8 inches thick?
2. If 13 men perform a piece of work in 45 days, how many men must be added to perform the same in $\frac{1}{3}$ of the time?
3. What is Ratio, and how is it indicated?
4. What is Proportion, and how is it indicated?
5. Sold a watch for \$42 and lost $12\frac{1}{2}$ per cent. on the cost; what was the cost?
6. $\frac{7}{8}$ of 27 is $\frac{21}{8}$ of how many twelfths of 60?
7. One man can reap a field of rye in 10 days, another man in 12 days, and a boy can reap it in 15 days; in how many days can the three together reap the field?
8. Sold flour at \$7.50 per barrel and lost $6\frac{1}{2}$ per cent. on the cost; for what should it be sold to gain $12\frac{1}{2}$ per cent.?
9. Bought a set of exchange on London at $9\frac{1}{2}$ per cent. premium, for \$4168.80; what debt in London may be paid by this sum?
10. What is the duty, at 5 cents per pound, on 800 bags of coffee, weighing 56 lbs. each, draft being 1 lb. for each 112 lbs., and tare 5 per cent. on the remainder?
11. What is Discount?
12. B endowed a professorship with a salary of \$2000 per annum; what sum did he invest at 6 per cent.?
13. What is the interest of \$125 from June 7, 1851, to Feb. 11, 1854?
14. Define Interest, Principal, Amount, and Rate per cent.
15. How many pounds of iron in one scale of a balance, will poise 75 pounds of gold in the other scale?
16. What is a Decimal Fraction?
17. Write the rule for reducing a common fraction to a decimal fraction.
18. Divide 90821.6 by 3.642.
19. If a pole 12.5 feet high cast a shadow 3.125 feet long, what is the height of a steeple that casts a shadow 33.28125 feet long at the same time?
20. What is the least common multiple of 24, 36, 48, and 64?

NEW HAVEN PUBLIC HIGH SCHOOL.

Examination of Candidates, April 22d, 23d, and 24th, 1867.

GRAMMAR.

1. How may words beginning with Capital Letters be classified ?
2. What is a Syllable ?
3. What is an Abstract Noun ?
4. Mention the Relative Pronouns.
5. When is a Noun or Pronoun in the Possessive case ?
6. How is a Compound or Complex Term expressed in the Possessive case ?
7. What is said of *ours, yours, hers*, etc. ?
8. To what Nouns is *es* added in order to form their plural ?
9. When is an Adjective in the Comparative degree ?
10. Do Adjectives have number ?
11. What is an Auxiliary Verb ?
12. Which are the Auxiliary Verbs ?
13. How many Moods are there, and what are they called ?
14. What is a Sentence ?
15. What is a Proposition ?
16. What is the Subject of a Proposition ?
17. What is the Predicate of a Proposition ?
18. Write a sentence in which the relative *who* is properly used.
19. Write a sentence in which the relative *that* is properly used.
20. What is Grammar ?

NEW HAVEN PUBLIC HIGH SCHOOL.

Examination of Candidates, April 22d, 23d, and 24th, 1867.

GEOGRAPHY.

1. What capes at the entrance of Chesapeake Bay ?
2. What rivers in North Carolina flow into Albemarle Sound ?
3. Bound Kansas.
4. What straits separate Vancouver's Island from Washington Territory ?
5. What lake on the Northern boundary of Minnesota ?
6. What mountain and cape in the South of Iceland ?
7. What two capes on the Western coast of Lower California ?
8. Where are the Three Marias ?
9. What volcanos near Puebla ?

10. What Gulf between Trinidad and South America ?
11. What passage between Hayti and Porto Rico ?
12. Which is the principal of the Bahama Islands ?
13. For what is Guanahani remarkable ?
14. Where are the Geral Mountains ?
15. What other mountains in Brazil ?
16. What river flows through Germany into the North Sea ?
17. What city in the Southern part of the Crimea ?
18. Where is the island of Negropont ?
19. What island Northwest of Siberia ?
20. What two large lakes in Ethiopia ?

NEW HAVEN PUBLIC HIGH SCHOOL.

Examination of Candidates, April 22d, 23d, and 24th, 1867.

HISTORY.

1. How was India reached by European travelers before the time of Columbus ?
2. What theory did Columbus have respecting a different route ?
3. When was the continent of America discovered ?
4. When, where, and by whom was Virginia settled ?
5. How was the Massachusetts Bay Colony founded ?
6. State how the three colonies of Connecticut were united.
7. When did the New England colonies form a union ?
8. What led to the conflict known as King Philip's war ?
9. What were the causes of Queen Anne's war ?
10. When did this war begin, and when end ?
11. When did King George's war begin, and when end ?
12. When did the French or Indian war begin ?
13. On what mission was Washington sent ?
14. When and by whom was Quebec taken ?
15. How did the expenses of the French and Indian war affect the national debt of Great Britain ?
16. What principle in relation to taxing the Colonies was maintained by the British ministry ?
17. What principle of taxation did the Colonists maintain ?
18. When and where did the first Continental Congress meet ?
19. When were the "*Articles of Confederation*" formed ?
20. When was the "*Constitution of the United States*" formed, and when did it go into operation ?

TABLE III.

Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Room.	No. Seats.	No. Registered.	Av. No. Registered.	Av. Daily Attendance.	Per Cent Attendance.	No. Withdrawn.	No. Suspended.	No. Absent.	No. Teachers.	No. 3 days without Absence or Ind.		No. Transfers.	No. Cases Transferred.
											Boys.	Girls.		
HIGH SCHOOL.....	4	209	221	176.7	159.8	.913	47	9	5488	523	0	0	2	2
EATON.....	1	60	69	60.3	55.4	.916	19	3	1802	30	72	67	2	4
	2	60	69	60.	56.	.988	18	3	1561	25	56	106	0	0
	3	50	57	50.2	48.	.953	18	1	880	21	186	164	0	0
	4	56	60	56.	54.3	.969	10	2	615	17	209	195	3	5
	5	54	65	54.2	51.5	.944	30	4	1078	17	111	133	3	3
	6	54	59	54.4	52.6	.966	14	1	958	12	80	48	0	0
	7	54	65	54.	50.4	.931	22	5	1405	15	124	47	1	1
	8	52	56	51.1	48.6	.940	15	0	1174	10	166	77	42	1
	9	50	56	50.1	47.	.917	14	1	1142	16	121	92	40	2
	10	50	53	48.1	44.6	.922	20	1	1432	10	62	71	19	3
	11	52	58	50.4	47.4	.989	21	0	1385	10	145	75	23	1
	12	53	58	47.5	44.1	.926	27	1	1500	9	181	35	4	19
	12	645	725	636.3	599.8	.941	223	22	14912	192	1413	1109	560	41
WASHINGTON.....	1	64	73	61.2	57.3	.937	22	3	1544	65	104	78	33	5
	2	56	59	55.9	53.1	.950	7	1	1136	92	80	116	46	5
	3	55	68	54.6	50.6	.926	40	12	1688	61	64	73	28	7
	4	52	58	51.3	48.2	.932	21	5	1464	87	69	61	22	4
	5	48	57	46.9	42.8	.914	23	6	1608	66	114	24	19	2
	6	55	61	49.2	45.4	.924	38	9	1540	46	103	42	17	7
	7	48	61	44.5	41.	.916	44	9	1483	67	75	111	43	4
	8	48	51	47.6	44.1	.927	21	1	1389	46	220	33	20	0
	8	436	488	411.2	382.5	.928	216	46	11797	530	829	533	228	30

WEBSTER.....

1	54	67	52.6	48.3	.918	28	1	1809	68	66	86	28	4	6
2	54	60	53.1	49.	.923	23	3	1621	43	48	60	9	5	12
3	52	59	49.5	44.4	.897	25	7	1959	44	33	51	18	14	29
4	54	60	53.6	50.4	.939	29	5	1278	37	81	129	38	4	8
5	56	63	55.3	51.5	.931	15	5	1546	32	64	86	22	4	5
6	56	66	56.3	51.6	.931	20	3	1480	41	97	117	30	7	21
7	48	53	46.8	44.2	.943	10	5	915	11	160	168	85	2	5
8	48	53	43.	40.4	.946	28	5	892	21	154	178	91	1	1
9	48	53	41.7	38.9	.934	30	7	1123	14	140	129	49	1	1
10	48	56	45.7	43.1	.949	20	3	946	22	137	148	65	2	3
11	52	59	49.6	46.8	.940	17	0	1122	19	116	108	33	3	6
12	60	65	57.9	53.3	.920	27	0	1868	27	116	85	12	0	0
12	630	713	604.0	561.9	.931	271	44	16553	379	1212	1295	485	47	97

WOOSTER.....

1	50	59	48.5	46.3	.940	29	1	1002	100	128	159	81	1	1
2	50	62	50.3	47.6	.946	23	2	1201	145	81	72	58	1	1
3	50	62	48.4	46.9	.949	24	4	1238	80	97	97	44	9	10
4	50	56	48.9	45.1	.924	18	0	1408	99	41	98	16	4	9
5	50	62	48.4	43.8	.911	19	8	1677	136	55	20	11	1	3
6	50	59	49.3	46.3	.943	17	3	1201	114	61	65	40	3	13
7	50	60	45.3	42.	.901	37	5	1267	120	67	107	30	6	14
8	54	63	49.	45.	.921	26	4	1484	88	108	75	31	2	2
9	50	59	46.2	41.	.911	31	5	2150	120	52	25	8	9	15
10	50	59	47.9	44.3	.921	33	2	1408	71	55	80	7	2	3
11	50	53	45.	41.8	.927	24	5	1220	77	88	63	21	1	1
12	49	53	42.6	40.8	.956	29	4	831	104	96	73	52	3	4
12	603	707	569.8	530.9	.929	310	42	16082	1254	934	934	394	42	67

MT. PLEASANT.....

1	55	60	55.4	49.7	.888	8	3	2063	177	42	62	9	1	24
2	52	56	51.1	47.1	.908	11	3	2028	377	49	27	10	11	24
3	48	51	47.5	42.8	.897	9	3	1647	187	36	26	6	5	14
3	155	167	154.0	139.6	.898	28	9	5938	741	127	115	25	17	62

DIXWELL.....	1	56	51.3	44.3	.862	42	2	8070	160	29	80	6	7	16
	2	54	51.7	46.8	.904	25	4	2316	95	67	67	16	10	12
	3	50	56	49.1	.903	19	1	1915	117	44	50	9	8	9
	4	48	56	48.9	.921	17	2	1892	44	115	75	32	4	4
	5	48	50	40.3	.923	16	0	1192	57	124	72	25	2	7
	6	38	44	37.5	.941	4	0	162	3	38	17	13	0	0
	6	294	331	273.7	.907	123	9	9857	466	417	311	100	31	48
HILLHOUSE.....	1	50	58	51.1	.903	29	7	1982	131	74	54	23	1	1
	2	57	61	52.8	.916	29	0	1782	163	31	48	26	5	5
	3	50	56	49.4	.900	5	0	707	43	20	23	7	0	0
	3	157	176	153.3	.906	63	7	4471	337	125	124	56	6	6
GOFFE STREET....	1	48	73	51.1	.802	27	2	4078	524	5	8	1	21	34
	2	40	66	40.	.850	23	4	2331	271	48	9	5	6	13
	3	74	67	51.1	.908	42	8	1794	205	86	34	8	10	14
	3	162	206	142.2	.857	92	14	8208	1000	139	51	14	37	61
ELM STREET	1	48	48	45.6	.970	4	0	207	0	310	197	178	0	0
	2	53	34	48.8	.970	8	0	412	0	241	223	126	2	2
	2	102	101	94.4	.970	12	0	619	0	551	420	304	2	2
WHITING STREET..	1	62	123	96.	.730	47	0	10024	567	0	0	0	11	21
CARLISLE STREET..	1	55	44	25.8	.731	36	3	2134	723	19	41	0	5	11
OYSTER POINT.....	1	34	30	26.	.860	3	1	850	58	62	49	20	1	1
VERNON STREET...	1	40	41	35.3	.700	23	6	2608	0	0	0	0	5	5
DIVISION STREET..	1	50	60	43.4	.860	22	6	2531	320	26	14	9	2	3

TABLE IV.

Summary of Statistics, showing Attendance, &c., at all the Schools, during the Year.

SCHOOLS.	No. Rooms.	No. Seats.	No. Registered.	Ar. No. Registered.	Ar. Daily Attendance.	Per Cent. Attendance.	No. Withdrawn & Suspended.	No. Absent.	No. Turnouts.	No. days without Absence or Tard.			No. Transfers.	No. Cases Transferred.
										Boys.	Girls.	All Present.		
High School.....	4	209	331	176.7	159.8	.913	47	5498	523	0	0	0	3	3
Eaton.....	12	645	725	636.3	599.8	.941	223	14912	192	1418	1109	560	20	41
Webster.....	13	680	718	604.	561.9	.931	271	16553	379	1212	1395	485	47	97
Dwight.....	12	613	693	611.9	585.2	.959	197	10769	450	1875	1772	883	13	19
Woolster.....	12	608	707	589.8	580.9	.929	310	16082	1254	924	984	894	42	76
Washington.....	8	426	488	411.2	389.5	.928	216	11797	530	829	638	228	30	58
Goffe.....	3	162	206	142.2	121.9	.857	92	8203	1000	139	51	14	87	61
Dirwell.....	6	294	331	273.7	243.2	.907	123	9857	466	417	311	100	31	48
South Street.....	5	278	331	262.3	243.7	.926	88	7061	642	430	345	154	26	48
Mt. Pleasant.....	3	155	167	154.	139.6	.898	28	5938	741	127	115	25	17	62
Fair Street.....	4	200	205	164.5	154.1	.929	37	2478	175	262	192	93	19	55
Hillhouse.....	3	157	175	153.3	136.1	.906	63	4471	337	125	124	56	6	6
Elm Street.....	2	102	101	94.4	91.5	.970	12	619	0	420	304	126	2	2
Carlisle Street.....	1	55	44	25.8	18.7	.731	36	2134	723	19	41	6	6	11
Vernon Street.....	1	40	41	35.3	25.	.700	3	2608	0	0	0	0	6	5
Division Street.....	1	50	60	50.	43.4	.860	22	2521	320	26	14	9	2	3
Whiting Street.....	1	63	123	96.	71.	.730	47	10024	567	0	0	0	11	21
Oyster Point.....	1	34	30	26.	23.5	.860	3	850	58	62	49	20	1	1
	91	4716	5361	4487	4186	.892	1638	132365	8357	8280	7189	3153	316	616

TEACHERS APPOINTED FOR THE YEAR 1866-7: WITH THEIR SALARIES.

HIGH SCHOOL			WEBSTER SCHOOL		
	Salaries	No.		Salaries	No.
William Kinne,.....	\$2,250.00		12 John G. Lewis,.....	\$1,750.00	
James D. Whitmore,.....	1,750.00		12 Elizabeth M. Leonard,....	500.00	
Louise Walker,.....	700.00		11 Lucy A. Minor,.....	500.00	
Mary A. Marshall,.....	700.00		10 Rachel N. Everts,.....	500.00	
Josephine L. Taggart,.....	700.00		9 Sarah E. Tyler,.....	500.00	
Anna E. Sperry,.....	450.00		8 Maria A. Graves,.....	500.00	
Ella G. Ives,.....	450.00		7 Sarah J. Kinne,.....	500.00	
	\$7,000.00		6 Kate M. Fagan,.....	450.00	
			5 Clara A. Hurlbut,.....	450.00	
			4 Marion E. Pinks,.....	450.00	
			3 Julia E. Booth,.....	400.00	
			2 Fannie E. Graves,.....	450.00	
			1 Ruth Williamson,.....	450.00	
				\$7,400.00	
EATON SCHOOL			WOOSTER SCHOOL		
No.			No.		
12 Henry Sabin,.....	\$1,750.00		12 Ralph H. Park,.....	\$1,750.00	
12 Elizabeth L. Drown,....	500.00		12 Laura M. Flynn,.....	500.00	
11 Bessie C. Blakeman,.....	500.00		11 Louisa J. Blodgett,.....	500.00	
10 Mary M. Harris,.....	500.00		10 Ella A. Burwell,.....	450.00	
9 Hannah C. Avery,.....	500.00		9 Mary J. Cain,.....	500.00	
8 Margaret Merwin,.....	500.00		8 Mary A. T. Connelly,.....	450.00	
7 Mary E. Cruttenden,.....	500.00		7 Almira A. Giddings,.....	450.00	
6 Sarah E. Pinks,.....	500.00		6 Julia A. Bidwell,.....	450.00	
5 Sarah A. Lewis,.....	450.00		5 Carrie M. Galpin,.....	400.00	
4 Reugene L. Young,.....	500.00		4 Harriet Miles,.....	500.00	
3 Julia Hovey,.....	500.00		3 Ella E. Burwell,.....	450.00	
2 Mary F. Cooper,.....	350.00		2 Adelia E. Sawtell,	450.00	
1 Mary J. Hayes,.....	450.00		1 Harriet Minor,.....	500.00	
	\$7,500.00			\$7,350.00	
DWIGHT SCHOOL			DIXWELL SCHOOL		
No.			No.		
12 Leverett L. Camp,.....	\$1,750.00		6 Clarissa B. Williams,.....	\$500.00	
12 Julia M. Edwards,.....	500.00		5 Sarah E. Hughes,.....	500.00	
11 Maggie Morgan,.....	450.00		4 Ellen A. Dutton,.....	400.00	
10 Harriet E. Peek,.....	500.00		3 Emma Benton,.....	400.00	
9 Caroline E. Williams,....	450.00		2 Esther C. Post,.....	450.00	
8 Emma S. Bernard,.....	500.00		1 Emelie E. Rukoldt,.....	400.00	
7 Katharine Butts,.....	500.00				
6 Mary M. Stowe,.....	450.00				
5 Harriet E. Judson,.....	500.00				
4 Susan C. Bancroft,.....	450.00				
3 Emma E. Lincoln,.....	400.00				
2 Annie Harmount,.....	350.00				
1 Joanna W. Bradley,.....	500.00				
	\$7,300.00			\$2,650.00	

WASHINGTON SCHOOL.		MOUNT PLEASANT SCHOOL.	
No.	Salaries.	No.	Salaries.
8 Samuel E. Johnson,.....	\$1,750.00	3 Emily E. Warner,.....	\$500.00
8 Fannie A. Baldwin,.....	450.00	2 Margaret Reilly,.....	450.00
7 Mary J. Arnold,.....	450.00	1 Katie Smith,.....	400.00
6 Carrie E. Frost,.....	450.00		\$1,350.00
5 Clara A. Rogers,.....	500.00		
4 Catharine C. Jones,.....	500.00		
3 M. Jennie Brown,.....	450.00		
2 H. Esther Hotchkiss,.....	450.00		
1 Mary F. Blakeman,.....	500.00		
	\$5,500.00		
SOUTH ST. SCHOOL.		WHITING STREET SCHOOL.	
No.			
5 Lucy A. F. Pinney,.....	\$500.00	Marietta Wildman,.....	\$400.00
4 Jennie E. Barber,.....	450.00	Emily A. Wildman,.....	400.00
3 Elizabeth B. Wiswell,.....	450.00		\$800.00
2 Elizabeth M. Healy,.....	450.00		
1 Catharine J. Herrity,.....	450.00		
	\$2,300.00		
GOFFE ST. SCHOOL.		ELM STREET SCHOOL.	
No.		No.	
3 J. Henry Root,.....	\$1,750.00	2 Hester E. Wright,.....	\$450.00
3 Cornelia A. Benton,.....	450.00	1 S. Helena Bardwell,.....	400.00
2 Jane G. Christie,.....	500.00		\$850.00
1 Elizabeth V. Southworth,.	400.00		
	\$3,100.00		
FAIR ST. SCHOOL.		DIVISION STREET SCHOOL.	
No.			
4 Cornelia A. Walker,.....	\$500.00	Grace Dickerman,.....	\$450.00
4 Hannah C. Chamberlin,...	200 00		
3 Isabel M. Anderson,.....	200.00		
2 Ella J. Bronson,.....	200.00		
1 Julia Thatcher,.....	200.00		
	\$1,300.00		
		STATE STREET SCHOOL.	
		Julia A. Pardee,.....	\$450.00
		COURT STREET SCHOOL.	
		Mary J. Curtis,.....	\$450.00
		HOWARD AVENUE SCHOOL.	
		Julia M. Catlin,.....	\$400.00
		CARLISLE STREET SCHOOL.	
		Eunice F. Gilbert,.....	\$350.00
		VERNON STREET SCHOOL.	
		John H. North,.....	\$650.00
		VOCAL MUSIC.	
		Benjamin Jepson,.....	\$1,500.00

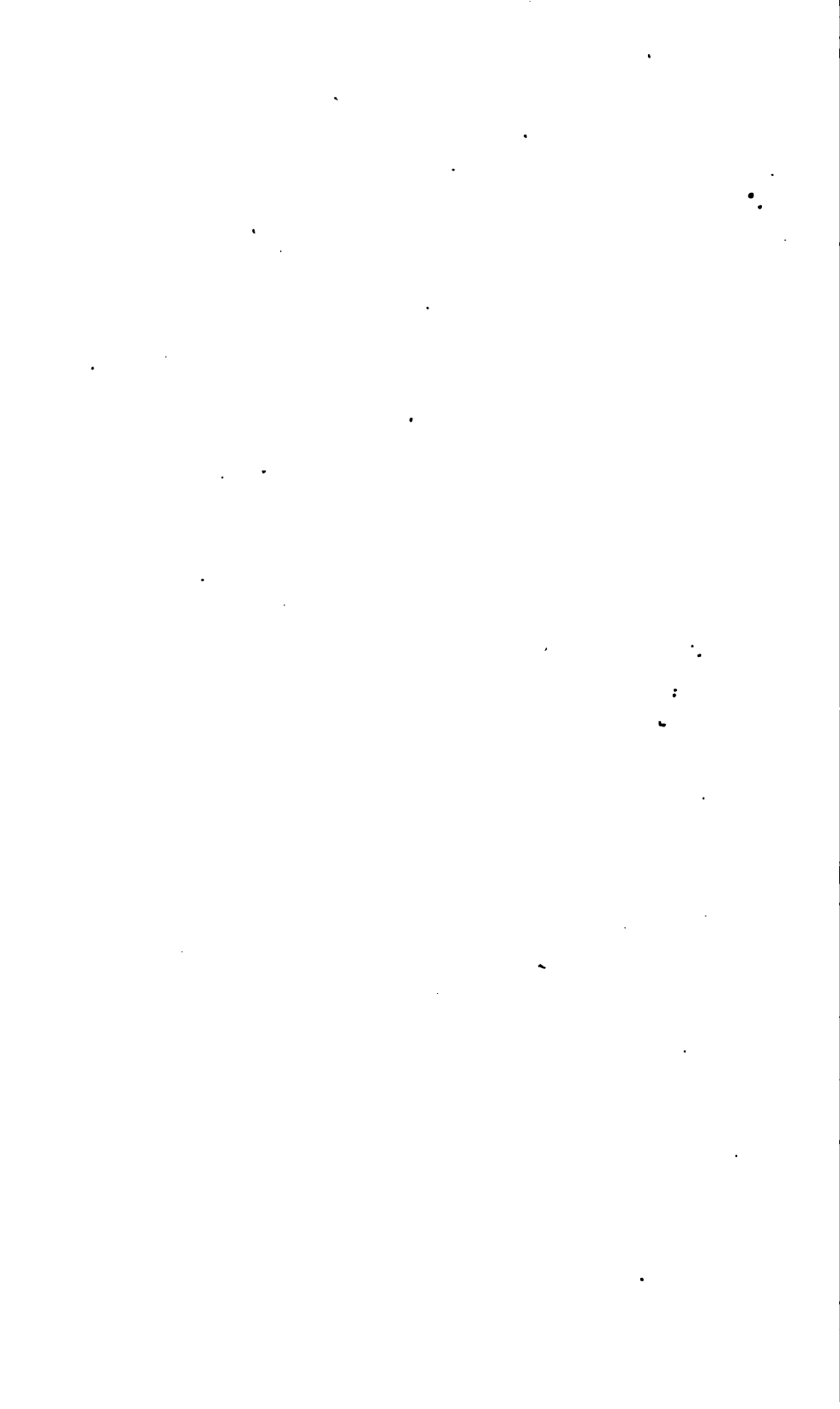
JANITORS APPOINTED FOR 1867-8.

Eaton School—Nehemiah Bristol,.....	\$500.00
Webster School—John M. Mattingly,	500.00
Dwight School—George W. Judd,.....	500.00
Wooster School—David Sturgess,.....	500.00
Washington School—Henry W. Blakeslee,.....	375.00
High School—Thomas W. Beecher,.....	300.00
Dixwell School—John W. Munson,.....	300.00
South Street School,.....	280.00
Estimate for other Schools,.....	945.00
	\$4,200.00

School Calendar for 1867-8.

1867.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	1868.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
Sept....	1	2	3	4	5	6	7	March..	1	2	3	4	5	6	7
	8	9	10	11	12	13	14		8	9	10	11	12	13	14
	15	16	17	18	19	20	21		15	16	17	18	19	20	21
	22	23	24	25	26	27	28		22	23	24	25	26	27	28
	29	30	...	...	...	...	...		29	30	31	...	...	...	...
Oct.....	...	...	1	2	3	4	5	April...	...	...	...	1	2	3	4
	6	7	8	9	10	11	12		5	6	7	8	9	10	11
	13	14	15	16	17	18	19		12	13	14	15	16	17	18
	20	21	22	23	24	25	26		19	20	21	22	23	24	25
	27	28	29	30	31	...	...		26	27	28	29	30	...	...
Nov....	...	...	...	...	...	1	2	May....	...	...	...	...	...	1	2
	3	4	5	6	7	8	9		3	4	5	6	7	8	9
	10	11	12	13	14	15	16		10	11	12	13	14	15	16
	17	18	19	20	21	22	23		17	18	19	20	21	22	23
	24	25	26	27	28	29	30		24	25	26	27	28	29	30
Dec.....	...	...	...	...	...	...	...		31	...	...	...	...	...	...
	1	2	3	4	5	6	7	June..	...	1	2	3	4	5	6
	8	9	10	11	12	13	14		7	8	9	10	11	12	13
	15	16	17	18	19	20	21		14	15	16	17	18	19	20
	22	23	24	25	26	27	28		21	22	23	24	25	26	27
	29	30	31	...	...	...	...		28	29	30	...	...	...	...
Jan.....	...	...	...	1	2	3	4	July...	...	...	1	2	3	4	...
	5	6	7	8	9	10	11		5	6	7	8	9	10	11
	12	13	14	15	16	17	18		12	13	14	15	16	17	18
	19	20	21	22	23	24	25		19	20	21	22	23	24	25
	26	27	28	29	30	31	...		26	27	28	29	30	31	...
Feb.....	...	...	...	...	...	1	...	Aug....	...	...	...	...	...	1	...
	2	3	4	5	6	7	8		2	3	4	5	6	7	8
	9	10	11	12	13	14	15		9	10	11	12	13	14	15
	16	17	18	19	20	21	22		16	17	18	19	20	21	22
	23	24	25	26	27	28	29		23	24	25	26	27	28	29
	...	...	...	...	...	...	...		30	31	...	...	...	...	...

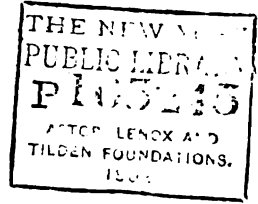
NOTE.—Days of Vacation are those printed in prominent figures.
Thanksgiving Vacation may come a week earlier or later.



Rev. Geo. P. Fisher
27 Hillhouse

ANNUAL REPORT

OF THE

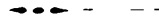


BOARD OF EDUCATION

OF THE

NEW HAVEN CITY SCHOOL DISTRICT

FOR THE YEAR ENDING SEPTEMBER 1, 1868.



NEW HAVEN:

FUTTLE, MOREHOUSE & TAYLOR, PRINTERS.

1868.



ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

NEW HAVEN CITY SCHOOL DISTRICT,

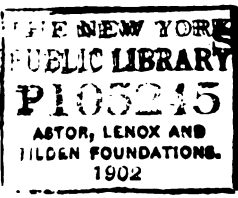
FOR THE YEAR ENDING SEPTEMBER 1, 1868.



NEW HAVEN:
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1868.

ANK



SCHOOL OFFICERS--1867-8.

BOARD OF EDUCATION.

LUCIEN W. SPERRY, PRESIDENT.

Office, 7 City Hall.		Residence, 270 Orange st.
	JOHN E. EARLE.	
Office, 350 Chapel st.		Residence, 212 Orange st.
	CHARLES ATWATER.	
Office, 148 State st.		Residence, 15 Elm st.
	THOMAS W. CAHILL.	
Office, 325 Grand st.		Residence, 227 Franklin st.
	STEPHEN M. WIER.	
Office, 260 Elm st.		Residence, 258 Elm st.
	THOMAS N. DEBOWE.	
	ANDREW W. DEFOREST.	
Office, 4 State st.		Residence, 211 Orange st.
	HARMANUS M. WELCH.	
Office, 1st National Bank.		Residence, 19 Warren st.
	MAIER ZUNDER.	
Office, 151 State st.		Residence, 41 Cherry st.
	SUPERINTENDENT,	
	ABRIEL PARISH.	
Office, 14 City Hall.		Residence, 153 Crown st.
	CLERK,	
	LUCIUS A. THOMAS.	
Office, 14 City Hall.		Residence, 62 Dwight st.
	TREASURER,	
	HARMANUS M. WELCH.	
	COLLECTOR,	
	WALTER OSBORN.	
Office, 8 City Hall.		Residence, 282 Orange st.

COMMITTEES OF THE BOARD.

COMMITTEE ON SCHOOLS,		
ANDREW W. DEFOREST, Chairman,		JOHN E. EARLE,
LUCIEN W. SPERRY.		
COMMITTEE ON FINANCE,		
CHARLES ATWATER, Chairman,		MAIER ZUNDER,
HARMANUS M. WELCH.		
COMMITTEE ON SCHOOL BUILDINGS,		
THOMAS W. CAHILL, Chairman,		LUCIEN W. SPERRY,
STEPHEN M. WIER.		

REPORT

OF THE

BOARD OF EDUCATION.

TO THE NEW HAVEN CITY SCHOOL DISTRICT:

THE Board of Education beg leave to present their Report for the year 1867 and 1868, which, together with the reports of the several committees and Superintendent, will show what has been accomplished during the school year just closed—what encouragements and discouragements we have had to encounter, and will embrace such suggestions and recommendations as we deem it our duty to make.

The Board have acted as a unit on all the important questions we have been called to consider, and we believe that the progress and results have, in general, been satisfactory to those who have been most interested in them.

Since our last report, Mr. Lucius Gilbert, one of our number, has been removed by death. He was a valuable member of our Board, a friend of education, an esteemed and excellent citizen. At a special meeting of the Board held Oct. 11th, 1867, the following Resolutions were passed.

Resolved, That in the death of Mr. Lucius Gilbert, we have sustained a great loss as citizens, and especially as members of this Board.

Resolved, That in the many years during which he has been a member of this Board, he has manifested the sterling quali-

ties which have secured to him, in so large a measure, the confidence of his associates in other trusts, and of all his acquaintances, namely, an independent and reliable judgment, strict integrity, a wise caution in respect to innovations, while yet a hearty supporter of progress and entertaining an honest purpose to fulfill the trust committed to him, unbiassed by his private interests.

Resolved, That we deeply sympathize with his family in their sorrow, we cherish with them the memory of his honorable name and his public services, and we commend them to the mercy of God, who cares for all, especially the sorrowing.

Resolved, That in further respect to the memory of our deceased associate, we will attend his funeral in a body and cause these resolutions to be put on the records of this Board, and to be published in each of the newspapers of the City.

The Board elected the Hon. H. M. Welch to fill the vacancy caused by the death of Mr. Gilbert.

The growth of our School System within the last ten years has been most remarkable. The increase during the past year in attendance, as will be seen by the report of the Superintendent, is nearly one thousand, caused mainly by the increased accommodations provided for those who have been, heretofore, shut out for want of them. Our schools have become a most important element of prosperity to our locality and we deem it to be positively essential to the interest of the whole community that they should be well sustained.

New School accommodations have been furnished in the Eastern part of the District, which nearly supply the pressing demand in that direction. The western and northern parts are fairly supplied at present. The southern section, composed of the Washington and Webster sub districts, is overflowing; but the foundations of a new building are being laid on Howard

Avenue, which will give relief in that direction. It is believed that no additional Grammar School will be needed for a number of years, if suitable primary buildings are supplied as feeders to the larger buildings which are already established. Early in the year, Rev. Matthew Hart, in behalf of parents residing in the eastern part of the District, made application to the Board to receive the pupils of St. Patrick's School, (about 600 children) and instruct them as pupils of the public schools. The Board, after due consideration, believing it to be their duty to provide for the instruction of all children, residents of the School District, who make application, so far as it is in their power, decided to comply with the request, if suitable accommodations could be secured. The reply of the Board was communicated in the following resolutions.

Whereas, Application has been made to this Board by Rev. Matthew Hart, requesting it to provide for the education of scholars now in St. Patrick's School and for other children in that neighborhood, now unprovided with seats in any School, and, whereas this Board recognizes the duty of furnishing to all suitable applicants the opportunities for education in the public Schools under its charge, and whereas, it has at this time no suitable building immediately available for the purpose of a school in that part of the District, therefore,

Resolved, That the Board is ready to rent for temporary use, the building now occupied by St. Patrick's School, or any building eligible for the purpose, and to commence and maintain therein a public School for the children of that neighborhood on exactly the same basis as all other Schools under their charge.

Resolved, That the committee on School Buildings be requested to inquire and report to the Board, as to a controlling lease of one or both the buildings now occupied by the St. Pat-

rick's School, what alterations, if any, will be necessary to fit them for the use of a Public School, and the expenses attending the same; said lease to commence in time so that the rooms can be prepared for occupancy by the district, for the May term of 1868.

An agreement having been made for the rental of the building previously occupied by the School, after a thorough reconstruction at the expense of the owners, the school was opened under the charge and instruction of ten teachers, who had been previously examined by the Superintendent of Schools, and found fully qualified for their duties. The studies and exercises were regulated like all other schools of the district, by "time tables," containing a programme of recitations covering the whole time of each school-day. Frequent visits have been made by the Superintendent, members of the Board, citizens and strangers from abroad; and the results, thus far, are quite satisfactory; exhibiting regularity of attendance, good order and earnest attention to duties, highly commendable to teachers and pupils. In all respects the school has been conducted in the same manner, and governed by the same rules as all other Schools of the district.

Some changes have been made in the High School Building, so as to better adapt it to the efficient working of the school. Mr. Curtiss, the newly appointed Principal, is a teacher of long and successful experience, and there is good reason to believe that he will be as successful here as he has been elsewhere.

It is the wish and purpose of the Board to make the High School, what they believe the mass of the people earnestly desire,—a thoroughly practical English High School. The higher English branches, Latin, French and German Languages will be taught to the fullest extent which may be required; but it is specially desired that the English department, in all that

pertains to the principles and practical applications of every-day life, may receive special attention. Greek and the studies of the College Class will be omitted, knowing, as we do, that to attempt to carry on the classical and English departments at the same time, with the number of teachers barely sufficient to conduct only *one* with efficiency, certain failure must ensue to one, or but partial success to both.

The Grammar, or the large and thoroughly graded schools, are progressing from year to year, and now present the most hopeful signs of the highest attainments, in future. Mr. Davis the newly appointed principal of the Skinner School, commenced his labors with the beginning of last term, and Mr. Gile of Brooklyn, has just been appointed to fill the vacancy in the Eaton School. Both these gentlemen give evidence that they possess most decided ability, and their devotion to their work gives us assurance of the most satisfactory results. The Fair St. School is regarded by us no longer as an experiment, though it has by no means reached perfection in its operations. The practical instructions there given to young ladies enable us to judge of their aptness to teach, and it is hoped that it will permit us to fill our schools with home talent, without venturing on too many doubtful and unprofitable experiments.

The Board are pleased to say that there has been a decided improvement in the mode of government in the School room, that the use of the rod is becoming less and less frequent, and that moral influences are being substituted, much to the relief of the teacher and with decidedly good effect upon the scholars.

For particulars relating to the present condition of our School buildings and the details of expenditures, reference is made to the reports of the Building and Finance Committees.

The Committees of the Board, as constituted at the close of the year, were as follows:

On Schools.—A. W. DeForest, JOHN E. EARLE, T. N. DeBowes, L. W. SPERRY.

On School Buildings.—THOS. W. CAHILL, L. W. SPERRY, STEPHEN M. WIER.

On Finance.—CHAS. ATWATER, H. M. WELCH, MAIER ZUNDER.

In behalf of the Board.

LUCIEN W. SPERRY, *President.*

REPORT

OF THE

COMMITTEE ON SCHOOL BUILDINGS.

THE Skinner School, which was in the course of erection at the time of the last report, has been completed, and the improvements which were then detailed, have proved entirely satisfactory. The building, like the others lately constructed, is entirely without ornament, the Committee believing it necessary, until the District is supplied with accommodations for all who wish to attend school, that no expense should be incurred in the construction of school buildings except what is absolutely required for utility and convenience. And while we are obliged to admit that other cities have more elegant school buildings, we have the satisfaction of believing that none exceed us in the adaption of our buildings for school purposes and in the healthful supply of warmth and ventilation and in the economy of construction.

A lot has been purchased on Howard Avenue, and another building commenced upon the same plan as the Skinner. Considerable delay was experienced in procuring a lot, and the building was not commenced as early as was anticipated, but the builders are progressing in a very satisfactory manner, and it is expected to be finished and occupied in May next.

The alterations and repairs of buildings has been much less than last year, owing to the thoroughness with which every thing was done at that time. But it is believed to be a wise economy not to allow buildings to depreciate for want of timely repairs.

THOS. W. CAHILL, *Chairman.*

REPORT

OF THE

FINANCE COMMITTEE.

The Finance Committee of the Board of Education respectfully submit the following report, including those of the Treasurer and Clerk.

TREASURER'S REPORT.

Balance from last year's Report,.....	\$ 43,398.20
From taxes paid by Walter Osborn, Collector, from Oct. 23d, 1867, to Sept. 7th, 1868, inclusive,.....	106,000.00
Loan from Town Deposit Fund,.....	500.00
Income from Town Deposit Fund,.....	922.16
Income from State School Fund,.....	10,488.50
Town of New Haven from tax,.....	12,394.62
Sundry loans by the Board of Education,.....	24,700.00
Sundry receipts from L. A. Thomas,.....	495.82
Order on State Treasurer,	150.00
Total,.....	\$199,047.30
Paid Orders drawn on the Treasury,.....	147,451.46
Balance,	\$51,595.84

H. M. WELCH, *Treasurer.*

New Haven, Sept. 10th, 1868.

CLERK'S REPORT.

The expenditures for the year ending September 1, 1868, are as follows :

ORDINARY EXPENSES.

<i>Salaries.</i> —Officers,	\$ 4,000.00	
Teachers,	61,824.25	
Janitors,	4,510.58	70,334.83
<i>Printing and Stationery.</i> —Annual Report, ..	\$ 297.03	
Advertising,	98.03	
Blanks, Cards, Registers,	500.72	
Stationary,	642.65	
Maps,	202.88	
Books,	589.40	2,330.71
<i>Interest.</i> —On permanent loans,	\$ 3,016.76	
temporary “	74.66	3,091.42
<i>Insurance.</i> —On School Building for three years,		1,655.25
<i>Rent of School Rooms.</i> —Court Street,	\$ 116.28	
Division Street,	158.33	
State Street,	215.00	
Hamilton Street,	500.00	
South Street,	600.00	
Use of well for Washington School for 4 years, ..	20.00	1,009.61
<i>Contingences.</i> —Expenses of Annual Meeting, \$	110.78	
Enumerating Children,	288.37	
Making Rate Book,	388.00	
Improvements in office,	100.70	
Legal Expenses,	93.00	
Cleaning School Buildings,	304.36	
Auditors,	10.00	
Pails, mats, dusters, brooms,		
brushes black-board rubbers, &c., ..	425.55	
Fuel,*	463.36	
Postage and travel,	86.52	
All other contingences,	85.33	2,305.97
Amount carried forward,		\$81,327.97

* The party contracting to furnish coal has not yet completed his contract.

Amount brought forward,..... \$81,329.97

REPAIRS AND ALTERATIONS.

High School,.....	\$605.21	
Eaton School,	143.25	
Dwight School,.....	69.25	
Webster, School,	176.93	
Wooster School,.....	236.67	
Dixwell School,.....	311.29	
Washington, School,	55.50	
South Street School,	225.22	
Goff Street School,.....	28.53	
Fair Street School,.....	192.56	
Mt. Pleasant Street School,.....	119.73	
Whiting Street School,.....	150.79	
Elm Street School,.....	34.90	
Division Street School,	73.71	
State Street School,	45.56	
Court Street School,	3.13	
Carlisle Street School,.....	17.95	
City Point School,.....	16.85	2,507.03
Total amount of ordinary expenses.		<u>\$83,834.82</u>

EXTRAORDINARY EXPENSES.

Skinner School.

Balance of Contract and Extras,.....	\$27,168.50	
Plumbing,	253.76	
Lightning Rods,.....	93.00	
Furnaces,.....	1,054.00	
Locks,.....	108.26	
Iron Fence,	352.50	
Plans and Superintending,	400.00	
Putting down furniture, grading yards, &c.	209.48	29,639.50
<i>Hamilton School</i> —putting down furniture, &c.,		191.79
<i>New School Building</i> —Lot of Land,.....	\$5.000	
Paid on Contracts, ...	9,000	
Copying plans,.....	25	14,025.50
Furniture,*	4,443.82	
Materials on hand for Furniture,	541.53	4,985.35
Loans paid,.....		14,775.00
Total amount of extraordinary expenses,		<u>\$63,616.64</u>

* Eleven hundred seats have been added to the schools the past year.

Amount of Ordinary expenses,.....	\$83,834.82
“ “ Extraordinary “	63,616.64
Total expenses,.....	147,451.46
Ordinary expenses for year ending Sept. 1, 1868,.....	83,834.82
“ “ “ “ “ 1867,.....	79,573.57
Excess of 1868 over 1867,.....	4,261.25
Extraordinary expenses for year ending Sept. 1, 1868,	63,616.64
“ “ “ “ “ 1867,	49,120.16
Excess of 1868 over 1867,.....	14,496.48
Permanent debt, this year,.....	\$60,894.00
“ “ last year,.....	50,969.00
Increase,.....	\$9,925.00

LUCIUS A. THOMAS, *Clerk.*

The following are the estimated expenses for the ensuing year, in addition to the amount already appropriated for completing the new School Building in Howard Avenue, (about \$32,000).

Salaries of Officers.....	\$4,000
“ “ Teachers,	70,000
“ “ Janitors,.....	5,500
Interest,	3,500
Stationery, printing, &c.,	2,500
Brooms, brushes, pails, mata, &c.,.....	500
Rent,	1,600
Enumerating children,.....	300
Fuel,.....	4,000
Alterations and repairs,.....	2,000
Furniture,	2,000
Contingences,	2,000
	<u>\$97,900</u>

The following Real Estate owned by the District, is estimated at the original cost of construction :—

Webster School Lot and Building,	\$23,000
Eaton School Lot and Building,	32,000
Hillhouse School Lot and Building,	13,700
Dwight School Lot and Building,	27,000
Dixwell School Lot and Building,	8,000
Washington School Lot and Building,	7,000
Mount Pleasant School Lot and Building,	2,400
Whiting Street School Lot and Building,	2,000
Goffe Street School Lot and Building,	8,000
City Point School Lot and Building,	8,000
Wooster School Lot and Building,	25,000
Fair Street School Lot and Building,	12,000
Skinner School Lot and Building,	44,000
Paid on Lot and Building on Howard Avenue,	14,000
	<hr/>
	\$226,100

CHARLES ATWATER, *Chairman.*

NEW HAVEN, Sept. 10, 1868.

AUDITORS' CERTIFICATES.

NEW HAVEN, Sept. 10th, 1868.

WE, the undersigned, have examined the accounts and vouchers of H. M. WELCH, Treasurer of New Haven City School District, and find the same correct, and that there is now in his hands the sum of fifty-one thousand five hundred ninety-five $\frac{1}{100}$ dollars.

Signed,

JOHN W. MANSFIELD, } *Auditors.*
RICHARD F. LYON, }

NEW HAVEN, Sept. 11th, 1868.

The undersigned have examined the accounts and vouchers of L. A. THOMAS, Clerk of New Haven City School District for past year, and find the same correct.

JOHN W. MANSFIELD, } *Auditors.*
RICHARD F. LYON, }

REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

TO THE BOARD OF EDUCATION OF THE NEW HAVEN CITY
SCHOOL DISTRICT :

Gentlemen :—Few places are able to command such extensive and complete educational facilities as the city of New Haven. All the privileges of a University, everywhere renowned for the superior advantages it affords, are within the reach, at their own homes, of all our young men who choose to make use of them ; whether through an academical course they propose to obtain a thorough classical education, or through the scientific department they desire to prepare for the attainment of special objects. Law, Medicine and Theology are also easily attained at little cost.

Large numbers of private institutions, celebrated for their excellence, at home and abroad, afford abundant opportunities to those who prefer the instruction these furnish.

That none may fail of receiving advantages for becoming intelligent, worthy and useful citizens of a free commonwealth, the system of public instruction is generously provided, at public expense, adapted to the wants of all, and placed within the reach of every child.

The past year furnishes gratifying evidence that the people, more generally than ever before, appreciate the advantages

furnished for the education of their children in the public schools. The demand for admission has never been so urgent; and, with additional school rooms and teachers, the number of children in attendance has been largely increased, as will be seen by the statistics following, and in the appendix at the end of this report.

While we have been favored, generally, with freedom from prevailing epidemics, a few cases of severe and protracted sickness have occurred among the teachers. In the removal by death of Mr. Lucius Gilbert, the Board has been deprived of a most esteemed and valuable member; the school interests and city have suffered a loss not easily repaired. In February last, Mr. John H. North, who has for several years had charge of the special school on Vernon St., closed his earthly labors. His services were peculiarly valuable in gathering into his school a class of pupils whose circumstances would not permit them to attend other schools where the requirements of attendance must necessarily be more rigidly enforced. His sympathy for the poor, neglected and friendless, his patience and kindness toward them, induced many to come under his instruction who, otherwise, would doubtless never have learned the first elements of knowledge. An affectionate remembrance of their teacher will linger long in the hearts of these children.

Isabel M. Anderson died in June last, having had charge of No. 3, in the Dwight School, during the year, until her withdrawal in April, on account of sickness. Her early developments as a teacher gave more than ordinary assurance of great success. While a pupil in school, she was frequently called to act as a substitute for absent teachers because she excelled in the management of children. She went through a thorough course of preparation in the Fair St. Training School, where her qualifications for the work of teaching were quite fully

developed, and in September last she entered upon her duties as a regular teacher in the Dwight School. Her qualifications as a scholar appear in the fact that in the examination of a class of forty-two candidates for teaching, she stood the first in rank.

SUMMARY.

The whole number of persons enumerated in the New Haven City School District, between the ages of 4 and 16 years, in Jan. 1868, was	9,535
Increase over 1867,	468
The number of FAMILIES included in the enumeration,	4,287
The whole number of scholars REGISTERED (entered) during the year,	6,315
Increase,	954
AVERAGE number REGISTERED (belonging) during the year,	5,462
Increase,	975
Average DAILY ATTENDANCE (after deducting absences),	5,095
Increase,	959
PER CENT. ATTENDANCE of the schools,	93.3
Increase,	5.3 pr. ct.
DECIMAL RATIO of the average number registered (belonging) to the whole number enumerated, (between 4 and 16 years), in 1868, . . . . .	.573
DECIMAL RATIO of the same, in 1867, . . . . .	.496
Increase, . . . . .	.077
Whole number of ABSENCES,	125,284
Decrease,	7,081
Average number of pupils ABSENT daily during the year,	313
Decrease,	17+
Whole number of of TARDINESSES, during the year,	8,189
Decrease,	167
The number of rooms, each under the charge of one teacher,	109
Increase,	18
Whole number of male teachers now employed, including the teacher of vocal music,	10

Whole number of female teachers,	114
Increase,	23
Whole number of teachers employed,	124
Increase,	23

The foregoing items indicate a large increase of pupils in attendance at the public schools, and render it obvious that the Board of Education has, by no means, been over hasty in the erection of new school houses and in making suitable provision for the future wants of the city. The rapidity with which school rooms have been filled, as fast as new ones have been opened, fully justifies the demand made for increased accommodations. It appears from the records of teachers, that the daily attendance of pupils has been nearly *one thousand* greater than during the previous year; and yet, in those parts of the district where the largest provision has been made, many applicants are necessarily denied admission for want of room.

Commendable progress has indeed been made; and it is encouraging to know, that of all the children of school-going age, fifty-seven children out of every hundred, instead of a fraction less than fifty as last year, can be received into the schools. In other cities the ratio is very much higher than our own, some rising as high as eighty-five or more to the hundred. If it were possible to know precisely how many would use the opportunity of instruction, if furnished, it would be easy to determine the limit of duty in providing school accommodations. At present, the only criterion by which we must be governed is to supply facilities for instruction liberally, until none who desire it shall be excluded for want of room. So much is due to every citizen whose children are to become active, influential members of society;—so much is due to the community, of which these children are to constitute a part, whose prosperity must depend, in no small degree, on their intelligence and capability to perform the duties that may devolve on them.

NEW SCHOOLS AND CHANGES.

A large portion of the increase of pupils, to which allusion has been made, is due to the two large schools recently opened in the eastern part of the city. The commodious edifice, erected during the past year, and known as the "SKINNER SCHOOL," was first occupied at the beginning of the summer term, in May last, under the charge of Mr. Henry C. Davis, as Principal, with twelve female assistant teachers. This building, two stories high, has twelve rooms, six rooms on each floor, each designed to accommodate fifty pupils, comprising an aggregate of six hundred seats. At the end of the second week of the term, five hundred and ninety-nine admissions were reported by the principal, and nineteen applicants for whom there was no room.

The pupils of this school are residents of the northeastern part of the city, above Grove, William and Myrtle Streets. Its organization, in such a manner as not to disturb seriously the Eaton, Wooster and Hamilton Schools, in which were large numbers of the pupils belonging to the Skinner district, became a problem of some difficulty to solve. It was deemed expedient to allow the older pupils of those schools, who preferred to do so, to retain their membership. The younger children naturally came to this, the nearest school. As the large surplus of pupils at the other schools was of the intermediate and primary grades, the equalization of numbers was easily made without disturbance or confusion anywhere. By this arrangement, however, the average age of the pupils of the Skinner School was made considerably less than it would otherwise have been. But time will soon remove this disadvantage.

Early in the winter, the Rev. Matthew Hart requested the Board of Education to take under its supervision and adopt as one of the public schools, the private institution known as

St. Patrick's School, located between Hamilton and Wallace Streets. A satisfactory arrangement having been made, it was adopted, reorganized and went into operation on Monday the 17th of February. Two buildings previously occupied by the private school, were rented, reconstructed and provided with new furniture. One, a frame building, is used for a primary department ; the other, of brick, is occupied by the older pupils. Each building has four rooms, capable of seating from fifty to seventy pupils in each, making an aggregate number of four hundred and seventy-eight seats. No male principal is employed, but the whole is under the instruction of ten Sisters of Mercy, one of whom acts as principal and has the general direction of its management, under the supervision of the superintendent and committee on schools. Since its adoption by the Board, this has been known as the "HAMILTON SCHOOL."

A new room was opened, in May, in the South St. School, to supply, so far as it could, the pressing demand for more school accommodations in that vicinity. There are now six rooms in the South St. School building, with three hundred and four seats ; the average attendance has been three hundred and seven, and the whole number entered during the past term has been three hundred and fifty-seven.

The pupils in the Division St. School (at Newhallville,) have been confined to one room until last May, when possession of the lower story of the building was obtained and a second room was provided. From the enumeration returns, it appears that there are about one hundred and twenty children living on streets nearer to this school than any other; and because no other room could be obtained, until recently, but fifty children could be admitted to receive instruction. Ample provision will hereafter be made for the wants of that enterprising and thriving portion of the city.

A summary of the school rooms added during the year is as follows :

Skinner School, 12 rooms	provided with 600 seats.
Hamilton " 8 "	" " 478 "
South St. " 1 "	" " 50 "
Division St. " 1 "	" " 42 "
Total, 22 "	" " 1170 "
Deduct for temporary schools,	
On Court St. 1 room discontinued,	56 seats.
State St. 1 " "	55 "
Vernon St. 1 " "	40 "
3 rooms "	151 "

Making a total increase of 19 rooms, furnishing 1019 seats.

But if we deduct the increase of the av. reg. No. 975 scholars, there have been added above the *increased* attendance of the present year, 44 seats only: i. e. with the addition of more than a thousand sittings, we have hardly kept pace with the demand for admission; for in the eastern section of the city where the largest increase of school accommodations has been made, there are probably two hundred children for whom there is, as yet, no provision. The foregoing statement furnishes the proper answer to the assertion, made a year ago, that no more school room was needed.

IMPROVED ATTENDANCE.

One of the encouraging aspects of our schools, during the past year, is a greater regularity of attendance. By a comparison with the records of the last two years the following results will be found:—

1. The number of half days when no scholar was absent or tardy, was, in—

	Boys.	Girls.	All present.
1866,	----	----	576
1867,	8280	7189	3153
1868,	10522	9161	4192
Showing a gain of	2242	1972	1039

2. The per cent. attendance was, in 1867—88.2

1868—93.3—a gain of

5.1 per cent.

3. Total number of half day absences was,—

In 1867—132,365 equivalent to daily absence of 331+ scholars

1868—125,284 “ “ “ “ 313+ “

Less than last y'r by 7,081 “ “ “ “ 18+ less than last year.

The foregoing comparisons are made on the supposition that the average number of pupils belonging to the schools was the same during the two years. But it will be observed that the number was nearly one thousand larger, during a portion of the past year, which would naturally increase the number of absences. Again, some allowance may very properly be made for the remarkably unfavorable season for attendance, last winter, such as has not been known for many years.

Taking all things into account, there is good reason to hope that the tide is turned ; that the giant evil of irregular attendance is in future to be gradually diminished ; thus relieving teachers of much perplexing and useless labor ; increasing the amount and value of instruction to pupils, and imparting greater efficiency to the whole system of our schools.

It is gratifying to know that parents are beginning to comprehend better the importance of constant attendance of their children—that they more and more endeavor to adapt their home arrangements to those at school. Here is the first great step towards eradicating the evil. Without the coöperation of parents, little progress can be made ; with it, if teachers are faithful, all reasonable success is attainable.

Great credit is due to the teachers for whatever success has been secured during the year. In every exercise they are reminded of the sacrifice of individual interests, as well as the interests of the whole school ; and painfully are they made conscious of the loss absence entails, when absentees return and

must either be degraded to a lower class, or require an unreasonable tax upon the time, patience and bodily strength of the teacher to recover what has been lost. If parents sometimes feel that teachers are over urgent in requiring the presence of the children, they should understand that the faithful, conscientious teacher cannot be indifferent to the loss which both the child and the school sustain. The Board could not tolerate indifference on the part of a teacher to an evil which, by necessity, must sap vitality from the whole system of instruction; nor would any judicious parent trust the instruction and training of a child to another who cared little for regularity of habits as an element of thorough education, in preparation for the duties of life.

The amount of work laid out to be accomplished in a year, by pupils and teachers, is such that the latter, under the pressure of responsibility, cannot consent to be deprived of time, or opportunity, in the performance of their duty, except by unavoidable necessity. Not only should they not be made to suffer disadvantage, because of its intrinsic loss and discouraging influence, but, on the contrary, the teacher needs and is entitled to that cheerful stimulus which can come only from a feeling that the work is done, and well done by all, within the proper time assigned.

Teachers may sometimes err in raising the ambition of pupils to such a degree that a child may insist upon going to school when too ill to do so prudently. But this is not of very frequent occurrence. Rarely will a judicious teacher fail to remind pupils that when a *real necessity* requires it, they must yield their wishes, and feel that it is as much their duty to remain at home *then*, as to be present at school at other times.

Besides, parents have a controlling influence in such a case, and should determine what must be done. No one can, or ought to be so competent to judge of the physical condition of

a child, as the parent, and from the decision of an intelligent, right-minded parent, there should be no dissent or appeal, by the teacher. But teachers have a right to remonstrate, when, for the most trifling reason, or no reason at all, children are either kept, or allowed to remain at home. If they are held responsible for the improvement of the children under their care, the first and foremost condition which shall enable them to comply with the requisition is, the presence of those whom they are to instruct. They have a right, then, and it becomes a duty, to follow absentees with a good degree of vigor, at least so far as to satisfy themselves that their pupils are not inexcusably absent.

The teachers have labored earnestly and faithfully to secure regular attendance, and the good results are apparent. By a comparison of the tables of last year with the same of this year, it will be seen that a very large proportion indicates an increase of half days of perfect attendance, both in each individual room, as well as in the whole school, of which the room is a part. If in any room there appears to be a loss, it does not follow always that the teacher has been remiss, for a change of teachers, employment of substitutes, or an unusual amount of sickness, may have had an influence to prevent success. Moreover, there are sections of the district where neither the feeling of responsibility on the part of parents, nor ambition of the children can be made subservient to the desired results, whatever may be the teacher's efforts.

SCHOOL DISCIPLINE.

The duty of the teacher is two-fold. It demands the exercise of talents for purposes that seem to be almost diametrically opposed to each other.

1st, *ability to govern*; to keep under restraint minds that are averse to all duties required, which interfere with the gratification of their desires.

2d, *aptness to teach* ; to impart instruction to minds that are supposed to receive, with pleasure, new ideas on all subjects within their ability to comprehend.

Want of ability in government implies failure in teaching ; although it does not follow that one who governs well is, by consequence, a good teacher. To be a thoroughly successful teacher in the public school, great skill and executive ability to exercise a controlling influence, combined with the power of communicating instruction suited to the wants of the pupils, are requisite. Doubtless, more teachers fail of success for want of tact and ability to govern, than for want of acquaintance with the subjects they teach, or on account of inability to give instruction.

In multitudes of instances is this illustrated by young persons in their first attempts in the business of school teaching. In some cases their failure comes from a natural inability to comprehend the importance or nature of government ; and instruction from others will seldom enable them to understand and supply their own deficiencies so as to reach a satisfactory measure of success. But, more frequently, failure arises from the want of a thorough study of the nature of the subject and an abundant supply of methods and resources on the part of the teacher, ready for all possible emergencies in the school. Consider how much time is spent by every student, in the various branches pursued in preparation for teaching ; and how little attention is bestowed, even in theory, upon the principles and methods of school government, and the wonder is that there are not more failures than actually occur ; especially so, when we reflect that most beginners are but little past the age of childhood, whose judgment and acquaintance with human nature are yet immature. A knowledge of the nature of the human mind, of temperaments and dispositions, of motives and influences which most readily control them ; and a facility,

on the part of the teacher, to offer proper incentives to encourage action in the right direction, to present counter motives to restrain from an objectionable course, seem to comprise the theory of government by reason, or what is termed moral suasion. Ignorance of human nature, inability to understand motives and, consequently, want of resources to control them, together with impatience to reach results speedily, lead many to adopt a summary process to check, at once, a present evil, viz : the infliction of physical suffering.

That the infliction of corporal punishment is sometimes indispensable can hardly be denied. The unreasoning, obtuse, obstinate, vicious-minded individual, neither hears nor yields to reason, because he either has none, or discards it. Fear of physical suffering is the only influential argument with him. What can a teacher do in such a case? What, in justice to the forty-nine obedient pupils, whose time is wasted, whose improvement is hindered, whose moral sensibility is in danger of being blunted by the evil example of this one transgressor? What shall the teacher do for the interest of all parties concerned?

How shall our schools be governed? This is becoming more and more a question of deep interest to the public and of serious interest to teachers. The increasing sensitiveness of the community on the subject of corporal punishment, which shows itself in earnest protests of individuals against the punishment of *their* children; which more readily kindles a whole neighborhood into a blaze of excitement than almost any other cause;—which induces Legislatures to enact laws prohibiting it altogether, as a crime against the State—this new development naturally leads teachers to inquire with solicitude, what substitute shall be provided wherewith they may sustain their authority and perform their duties acceptably. No one, more than the teacher, would rejoice in the banishment of corporal punishment from the school, if it can be done without weakening the

authority by which good order is to be preserved. The necessity of inflicting it can never be otherwise than painful to a person competent to mold the character of children. And yet, who shall say that its use can be forbidden with safety, *as our schools are now constituted* ? Doubtless, nine children out of ten, and sometimes ninety-nine out of a hundred, may be conducted through the school exercises of a whole year without the necessity of corporal punishment ; but the tenth child may have a disposition, habits and home training that nothing else will reach. That *one*, unrestrained, upon whom no process of reasoning or exercise of moral power has any influence, by whom kindness and forbearance are regarded as signs of weakness of the teacher's authority, whose will and persistence in self-indulgence disregard all rules and requirements ; that *one* individual becomes an obstacle to the improvement of all the other pupils of the room, so far as he creates disorder and absorbs the attention of the teacher by improper conduct. Justice to the other pupils ; the enjoyment of their privileges, the preservation of their rights demand that efficient measures be taken at once, to stop the evil influence he is exerting. Supposing all other means within the teacher's power have been tried and have failed, a resort to corporal punishment, or suspension, is the only alternative left. If now the right to punish is denied, suspension only remains. The expediency of turning such boys from our schools and filling our streets with them, where mutual instruction, with unrestrained freedom to indulge every vicious propensity, under the lead of proficient in youthful depravity, should be thoroughly considered before the practice shall be extended beyond what now exists.

I have said so much in vindication of the infliction of corporal punishment by teachers, as a "last resort," because from long experience and observation, and a thorough acquaintance with the character of the children in our schools, it is clearly

evident to my mind, that occasions will occur with the most judicious and skillful teachers, when the alternative must be, to punish, or expel ; and that the *experiment* of corporal punishment is, sometimes, better than to place the child on the road to utter degradation, and expose the public to all the crimes of which he may be guilty.

Good order is the first condition of success in the school. Without it, all expenditure of money and the most careful provision made for every want will have been made in vain. But much depends on the spirit of the government by which subordination is maintained. Force and violent measures are always to be deprecated in connection with the cultivation of the intellectual and moral faculties. The school is designed as a place where every quality calculated to lead the child to become a useful, virtuous citizen, shall be carefully cherished ; and everything that tends to counteract right influences shall be sedulously excluded. Blows and violent treatment would seem to be wholly inconsistent with the cultivation of patient thought in the pursuit of knowledge, and a cheerful coöperation with the teacher in school duties ; and if they are sometimes inevitable, it is certainly most devoutly to be desired that the amount employed may be reduced to a *minimum*, and whenever it is practicable, that they be entirely discarded.

The attainment of such results, however, must depend upon either one or all of the three conditions following :

I. Parental government and home training must be made the initiatory step towards the accomplishment of so desirable an object. Let children in the household be so instructed and trained, that it needs but a look, a kind word, or gentle admonition, without a blow, to secure prompt obedience to all the parents' requirements ; let them be sent to school impressed with the idea that they are to pay the same deference to teachers as to parents : let them be taught to be honest and faithful

in every duty, respectful to their superiors and obedient to authority, whether at home or at school, and the matter of school government will assume an entirely different aspect from what it now presents. Statute laws and teachers who cannot govern without physical force, under such circumstances, will be equally useless.

II. Much depends on the views which teachers entertain of the nature, object and mode of administering school government. When they shall induce their pupils to rank industry, honesty, manliness and a high sense of honor, among the most valuable attainments in their education ; when by a gift of nature, or by a superior preparation for their work, they shall be able to lead the wayward, obstinate, perverse, self-willed and insubordinate to change their dispositions and habits, and yield cheerful, willing obedience to proper authority, by force of reason or powers of persuasion, a great advance will have been made towards the accomplishment of the object desired.

We know that most gratifying results have been accomplished in the direction named, by some, whose insight into human nature, whose unwearied efforts, through an experience of many years, to prevent, restrain and correct wrong action, have given abundant illustration that perversity and passion are accessible and controllable otherwise than through the cuticle. Such teachers however are rare.

But many of our teachers are young and inexperienced ; others, of experience, are crippled in their usefulness by pupils who ought never to be placed under the government of a female teacher. The following is offered as another condition for the diminution or removal of corporal punishment ; to be employed until the others shall become so efficient that this shall be no longer necessary.

III. Let provision be made, by proper authority, for the establishment of a Special School, to which pupils may be re-

moved from other schools, when, for any cause, they become an unreasonable burden to the teacher in the government, and a bar to the progress of instruction, and it will contribute more effectually to the improvement of our whole school system, than any other provision within the power of the Board to make.

1. It will remove from every school-room that feature which gives it the aspect of a semi-reform school. The pupils remaining will become, as every school should be, like a quiet, well-ordered family of children, ready to receive instruction and good impressions in the formation of habits and general character.

2. The health and strength of the teacher will be reserved for the legitimate business of instruction, which now are too often exhausted in the government of a few insubordinate spirits, whose chief gratification consists in creating disorder and increasing the perplexity of the teacher. Nothing, like a contest with an obstinate, unruly boy, makes a draft upon the nervous system; nothing so rapidly reduces the vital energies of the physical system, nothing so distracts the mind and destroys that cheerfulness and elasticity of spirits which are indispensable to the teacher in the presence of young and impressible minds.

3. Justice to forty-nine out of fifty well-disposed children demands, that provision should be made for the removal of a willful disturber of order from the little community of the school room. Is it right that the privileges furnished, at such expense, to cultivate the intellect and morals of our children, shall be sacrificed for the base gratification of a lawless, mischievous transgressor? Far more injurious is he to the community which he disturbs, than the disorderly, fighting rowdy in our streets, whom the policeman would hurry to the lock-up with the least possible delay.

4. A special school for this class of pupils would, in a measure, obviate a serious evil, daily increasing, for which, hitherto, no remedy has been found,—the necessity of virtually turning children into the streets by *suspension*. This is a common resort for just such cases as those to which attention is here invited. About three hundred suspensions have occurred during the year. Pupils who are irregular in their attendance without good cause, are suspended. *Seven hundred and thirty-five* cases of truancy have been reported during the past year. So much material for the street school. Under the law of the State for preventing truancy, this fault in our school system might be entirely corrected in connection with a special school.

5. In such a school, a class of pupils can be allowed to attend a portion of each day, or a part of each week, whose circumstances oblige them to be so employed that they cannot attend regularly as the other schools necessarily require.

6. A removal of nearly all occasions of complaints from parents, on account of discipline, would be a matter of no small importance. The gain in greater efficiency of instruction, as well as the increased enjoyment which both teachers and pupils would experience, should be regarded as worthy of attention.

7. Our public schools would be relieved from a stigma, a burden that has, hitherto, had no small influence to depress and degrade them in the estimation of many good citizens, who fully recognize the principle of public school instruction, but feel a reluctance to send their children where they may be in danger of exposure to rude influences.

A school of the character named, should be under the control of a male teacher, of known capability for the discipline and management of the class of scholars described. He should have kindness, good judgment, decision and energy of character so combined as to secure the good will, at the same time

that he commands the respect and immediate obedience of his pupils. Nor would such a school necessarily be of so rude and repulsive a character as might naturally be imagined. I have seen just such scholars brought together as a "special school," who were quiet, orderly, ambitious to learn, whom a woman, as an assistant, controlled with ease, in the absence of the principal; boys who previously had been insolent in their manners, insubordinate in spirit, and uncontrollable in their conduct. They need only to know that there is a power above them which it is useless to resist, to make them submissive to authority. Let them be carried by the few specially critical years of the life of boys, preserved in a measure from contamination, with proper instruction and training, and a large number will be saved to become useful citizens.

At this point begins the great reform our city so much needs, to give it that quiet, law-abiding character which all good citizens greatly desire, but despair of ever being able to attain. "The boy is the father of the man;" and our future men and women will be, in a great measure, what the present training of parents and teachers make them. No small portion of the crimes of every description throughout the country, comes more from the neglect of this class of our population, than from any other cause.

Simply to provide good schools for all will not reach them. They will not attend if they can evade them, or if required to do so, will hardly fail seriously to impair the privileges of others, without improving their own opportunity. They are already separated in character, habits and conduct, from the mass of children who are teachable and easily controlled; and should not be classed with them until the evidence is clear, that they are radically changed for the better. They may then be safely restored to the society of their mates, from whom their own faults have separated them; and from the moment

of such restoration they are on the high road to honorable position in life, the peers of their companions.

It may be well to present another phase of the subject, to show the necessity of vigorous action in behalf of this class of persons, who are soon to become active members of the body politic, for good or for evil.

A recent report from our city police department stated, that during the year past, "seventy-seven school boys have been arrested." A more correct statement would have been, seventy-seven school boys and girls; for crime is not confined to one sex, even among children. It should be borne in mind that the police officers cannot make an arrest, except for an overt act, a violation of the law. What is the inference to be drawn from this surprising fact, that seventy-seven children have been arrested and taken to the lock-up as violaters of the law, disturbers of public peace? Surely, that the citizens of New Haven cannot remain indifferent to a condition of affairs calculated to affect the interest of every individual in property and personal security.

But this simple item by no means reveals the whole truth. I have taken pains to examine and copy from the records of the police department, the names, ages and crimes of persons arrested, in the city, *seventeen years old and under*, since Jan. 1, 1866, to Aug. 15, 1868.

The whole number arrested in 1866, was 196.

" " " " " 1867 " 204.

" " " " " 1868 " 135, 7½ months.

Total, 535

Of this number, *sixty-five* were girls!

The following table presents, at a glance, the number of persons arrested, at the different ages, during the two years and seven and a half months:

Ages—years,	17.	16.	15.	14.	13.	12.	11.	10.	9.	8.	7.	Total.
No. in 1866,	47	30	27	26	11	11	20	13	8	2	1	196
“ “ 1867,	51	32	41	26	15	11	7	11	7	3	0	204
“ “ 1868,	26	9	21	19	14	14	7	15	3	5	2	135
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Whole No.	124	71	89	71	40	36	34	39	18	10	3	535

The number appears to be gradually increasing. At the rate of 135 for 7½ months, the whole number this year will be 216. *Forty-seven* different crimes are given for which the whole were apprehended. Four-fifths of the crimes were committed against “person and property,” among which theft, personal assault, burglary, fighting, trespass, malicious mischief, &c., appear conspicuous. The ages of the persons arrested are worthy of note.

Two hundred and twenty of the arrests were made for theft. But who knows how many cases have escaped detection by the police officers? Probably many times the number apprehended. *Eighty-five* were arrested for burglary! When we read in our daily papers the record of these midnight depredators upon our property and disturbers of our repose, are we aware that they are nurtured in our own streets? Even while penning this paragraph, I read in the criminal record of the morning, that ten boys have just been apprehended for burglary, of whom seven are recognized as habitual truants and disturbers of order in the schools.

Without attempting to draw from these statistics the reflections they naturally suggest, I present them for your consideration and the serious reflection of the good citizens of New Haven, who know the worth of peace and good order to our beautiful city, and the value of security to person and property.

In other cities and States, schools are provided to check the tendency to juvenile transgression, and with most gratifying results. As evidence of the practical operation of such institutions, I present the following communication from E. A.

Hubbard, Esq., the efficient superintendent of schools in Springfield, Mass., to show what is accomplished by such a school in that city.

SPRINGFIELD, NOV. 26, 1867.

A. PARISH, Esq.

At your request I will give you, in as few words as possible, some account of the practical working of our Truant Schools.

The general plan I think you understand already, as stated in my Reports the last two years. We have been fortunate in our selection of teachers, both for the Ungraded School, and the Truant School. Mr. Barrett, the Principal of the Ungraded School and our active truant officer, was for many years a teacher, for more than three years in the service of his country, and is admirably fitted for his work. His assistant had been for many years a successful teacher in the city, and enters now heartily into her work.

Miss Bascom, the matron, has the entire care of the boys, in the truant school, save when they are at work upon the farm, and they find in her a mother and a friend such as many of them have never known before.

I have spoken of these, because I think much of our success depends upon the *character* of those engaged in the enterprise.

Those who are irregular in their attendance at their respective schools, whether from choice or necessity, are sent to the Ungraded School, and those who from choice are irregular in *that* school, are sent to the Truant School by the Judge of the Police Court for a term varying from six months to two years.

There are also sent to the Truant School some boys arrested for petty thieving. Our laws, as you doubtless remember, do not allow boys under a certain age to be sent to the "House of Correction" and be confined with old offenders and hardened criminals. But some boys are, *in crime*, in advance of their years, and such, when brought in, the Judge sends to this school.

The practical working of our system is excellent.

First, many of those who would "play truant," more or less frequently, are kept constantly in school through fear of the Ungraded School.

Secondly, many who do "play truant" in the schools are held firmly in the Ungraded School, through fear of the Truant School.

Thirdly, many parents who through indifference, or for the sake of their children's earnings, would allow or require their absence from school, keep them there because of their unwillingness to have them sent to the Ungraded School.

Fourthly, many children who from the necessities of the case, cannot attend regularly at their respective schools, are furnished at the Ungraded School with excellent teachers, are allowed to attend as much as they can, one half of each day it may be, or three or four days in the week, and thus they get some good, and do no injury to the graded schools. It remains for me to speak briefly of the effect of the Truant School.

And first, the boys sent there, especially the younger ones, are greatly improved both in their studies and in their morals. After staying there six months, those who have gone back into their schools have, I think, in all cases been promoted from the classes in which they were when sentenced. In their "good behavior," which you know we must teach, all are greatly improved, and I trust that in many instances they will be saved to themselves and to society.

Many parents whose boys have become ungovernable at home, are desirous of having them sent to the Truant School, and the popularity of the school is increasing especially with that class.

Our public places, City Hall, Post Office, &c., are free from a class of boys, that formerly infested them, and the owners of tenement houses tell me that they do not now, as formerly, when they visit their tenants, find the children in the streets, or idle about the houses.

The attendance upon school has greatly improved, not from this cause alone, so that now about *six-sevenths* of the number returned by our assessors are in our public schools, and the per cent. of attendance of those is about eighty-five, I think, on the average.

I have thus imperfectly, and in great haste given you a little account of the practical working of our truant system, and if any success we may have attained shall lead others to efforts in the same direction, we shall rejoice in their success and hope to profit by their improvements on our system.

Yours truly,

E. A. HUBBARD.

The discipline in many of our schools is exceedingly difficult, but it has never been more satisfactory on the whole than

during the past year. The teachers have endeavored, very generally, to avoid harshness and undue severity which might give parents reasonable ground of complaint. The average number of cases of corporal punishment, in all the schools, has been about twenty-three per cent. less than during the previous year, as shown by a careful comparison of the reports. The amount of fault-finding by parents on account of severity has been comparatively small. A number of the teachers have inflicted no corporal punishments during the year. Many have made a decided reduction ; in some cases, fifty and sixty per cent. If a diminution has not been manifest in the experience of others, it may be for the want of skill to substitute other and better methods ; but in many rooms it is claimed that the character and habits of the children are such, that relaxation from the kind of punishments to which they have heretofore been accustomed, both at home and at school, would be regarded by them as a license to do their own pleasure without restraint. No work the teacher can do, under such circumstances, can ever be so desirable, or valuable to children of that class, as to infuse into their minds better ideas of conduct ; to instill new motives into their minds which shall lead them to understand how much better it is to use *self-restraint* than to live under the forced constraint of authority. Good behavior is the first lesson every child should learn ; and there is special need that teachers should devote their best talents to teach it to those children whose home instruction is most defective. The task is a difficult one to many of our teachers ; and often they deserve sympathy more than censure, when they have made their best efforts and yet have failed to accomplish what was desired.

A similar improvement each year on the part of teachers with proper provision on the part of the Board to relieve them of unreasonable offenders, will, at no distant period, so effectually

settle the vexed question of corporal punishment that little ground of complaint will be left, except against those who, by failure under very favorable circumstances, make it clear that they have mistaken their calling.

MORALS AND MANNERS.

The most serious charge made against public schools is, that the intellect is cultivated while the morals are neglected. But the charge is serious only so far as it has the semblance of truth. The law and public sentiment so peremptorily prohibit any religious instruction that can, in the remotest degree be construed into sectarianism, that teachers are sometimes tempted to regard this as an excuse for neglect to inculcate moral obligations, in the minds of their pupils, which the community not only approve, but universally demand, as an essential part of a child's education. Some, adopting a more contracted view of their duty, consider themselves under obligation to give instruction only in those branches of study specified by the school authorities, exercising government in such a way, and only so far, as to secure the required amount of instruction as defined.

Parents are the natural and proper instructors, as well as guardians of their children. But the cares and employments necessary in supplying the wants of the household preclude them from giving needful instruction, and another is employed to perform the duties in their behalf. Hence the office of the teacher. The children of several families coming together under the care of the same teacher constitute the school. Now it is obvious that the teacher is bound to do for all under his charge, what any judicious parent would do for his own, consistent with such a community of interests as the school presents.

The instruction required must extend beyond the teaching of the rules and principles of a few elementary branches of

study. These are necessary and should be well taught ; but no parent would be willing to regard the education of his child complete with these attainments alone ; nor should the teacher. The same watchfulness of the mother at home, over the habits of her child, should be continued by the teacher at school through the day. The first and best test of home instruction is made at school by the judicious teacher. If good, it is to be sustained and perfected ; good habits in manner, word and action are to be preserved in their integrity. If bad, the teacher perhaps is the only friend of the child, to interpose and save it from the downward course on which it has already entered through the ignorance or neglect of an incompetent parent. Again, faults are often developed at school, which are concealed at home, and no one so well as the teacher can detect and eradicate them. All that the young beginner can learn from the book is quite insignificant in value compared with what may be taught by familiar, conversational instruction, wherein the first simple lessons of good behavior may be indelibly impressed on their minds. The idea of doing right, with the good that will come from it ; and the bad consequences of wrong doing, should be inculcated with the first lessons of the alphabet and continued through the course as an essential part of education.

In the advanced stages of instruction, as children are more exposed to surrounding influences, dangers increase, and the teacher's care cannot be safely relaxed. Every day will furnish instances of transgression which may readily be turned to good account, to illustrate the evil influence of wrong doing to the community of the school, as a present evil, and the consequence that must result to society at large by a continuance of transgression in mature life. Children during their education are not to be treated like men who have violated statute laws. Both may be punished for crimes committed ; but it

would be unjust to the child—unjust to society, for which he is preparing to become a member, to fail of teaching him the nature and consequences of criminal conduct. He should be taught to practice *self-denial*, that he may be able to resist temptation in whatever form it may come ; to acquire *self-control*, which shall secure to him steadiness of purpose, adherence to convictions of right and the instant rejection of wrong.

The daily duties and exercises of the school furnish abundant occasions to test the strength or weakness of the pupil's moral proclivities. The disposition to obey the rules of the school, or otherwise, furnishes a clew to the character of the individual which requires of the teacher careful and patient instruction, not merely to prevent specific acts of transgression, but to cultivate a sense of obligation, a willingness to be obedient to authority, because it brings to the individual himself greater good than would be possible from a contrary course. If whispering is a violation of the rules of the school, the pupil who can be encouraged to resist temptation and who can control his desire to indulge in the practice, has exhibited evidence of ability to govern himself ; and self-government once established, on the basis of correct moral principles, dispenses with the necessity of government by others. The best government of the school, as well as that of the state, is self-government.

The entire education of the child is designed to prepare him for manhood. It is no less important to teach him to respect the rights of his companions, to be truthful, honest and faithful in all his school duties, than to instruct him in his studies. Who shall say that the universal prevalence of crime and dishonesty is not more due to the neglect of moral instruction in the family and school than any other cause ?

“ *Manners are minor morals.*” Coarse and rude manners are at least closely allied to immorality and vice. They re-

veal the prevailing thought and desire of the heart, and are the indications of a state of barbarism and ignorance in the community where they exist. All cultivation of the intellect is of little avail where vulgarity and indecorum control the impulses of the heart. Ill manners are and ever should be a bar to the admission of him who harbors them into refined and cultivated society. The parent and teacher cannot therefore begin too early to guard the little ones against bad examples in language and action, to cherish the spirit of kindness from which true politeness springs, and teach them to find expression of their feelings in appropriate language. Older pupils should understand that "good manners are a perpetual letter of introduction" to those who have it in their power to contribute to their personal enjoyment, or advantage in business. A pleasing address has not unfrequently secured to boys eligible positions, from which they have advanced to princely fortunes and stations of eminence and influence.

Habitual courtesy in the family, in the school, on the street, everywhere, must be conspicuous in the address of any one who would make it available on occasions when most needed.

INSTRUCTION.

The various branches pursued in the schools during the year, have been taught with efficiency and, generally, with satisfactory results. The rigid uniformity of the system of instruction, valuable as it is in securing unity of action and equality of progress in all the schools, sometimes acts as a constraint upon teachers in their labor. It is not easy to assign the precise amount of work at the beginning, which a class shall accomplish in a term, or a year. If too small, both teachers and pupils often naturally conclude that their task is satisfactorily done when the required number of pages in the text book has been completed ; when the whole has been thoroughly memor-

ized and ready answers can be returned to all questions closely connected with the text. It is here that the danger begins, of failure to give free collateral instruction by which the mind of the pupil is led to exercise the faculties of observation, to extend his researches for information not found in the book. To some teachers, however, this limitation affords a coveted privilege of giving time to extend the course of instruction, with freedom to use methods and illustrations designed to excite interest and love of investigation on the part of pupils.

The teacher not possessed of resources, or who lacks inclination to do more than the letter of the requirement demands, will be satisfied to re-traverse the ground till relieved by the expiration of time. When, on the other hand, the amount required is too great, the teaching and learning will be likely to be superficial. If a judicious selection of the most important topics could be made, in which thoroughness could be obtained, slighting only those of secondary importance, the desired results might be secured, of greater freedom of instruction to those who desire it.

The increasing interest in "object teaching," or methods of cultivating habits of accurate observation in our schools, by special exercises, may make some modification of the course of study expedient. But much has already been accomplished without any material change in the regular studies ; and some teachers are confident that the increased mental power of comprehension and application more than compensate for the time required for object instruction.

Penmanship.—No school acquisition more readily commends a candidate for business to an employer, than good penmanship. Its practical utility in every-day life makes its attainment indispensable to every child before leaving school ; and since large numbers are compelled to leave at a very early age, two important questions arise ; (1) how young is it expedient

to begin to teach children to write ; (2) by what methods can pupils be taught most effectively.

1. Children in No. 1, the youngest primary room, are taught to print on the slate, and with results so satisfactory that this exercise is common in that grade in all the schools. But it has been found that many children make the forms of script as readily as printed letters. It is clear then that in number 2, the children are competent to learn the forms of letters as a regular exercise, using the slate and pencil. The fact that so many by force of circumstances beyond their control are taken from school very young, renders it essential that children should begin to write at this early stage.

2. The excellent course of instruction given to the teachers two years ago, by Mr. Whitmore of the High School, indicated the methods of instruction that must be adopted. Thorough study and analysis of the forms of letters, perfect familiarity with the *elements* and *principles*, and ability to give abundant blackboard illustrations of the same to the class, to instruct in pen holding and position of body are among the requisite qualifications of the teacher. Those who have had proper instruction know how to appreciate its importance in teaching. If any have not been thus prepared for their work, they should understand that it will not be easy to give satisfaction to the Board without some special preparation.

The examination of classes for admission to the High School, in April, exhibited great uniformity of excellent penmanship, denoting gratifying progress in the lower schools ; and there is reason to expect that another year will show still more complete results.

Geography.—Among the difficult studies to teach satisfactorily is, Geography. It is given to the child early because it is regarded as an easy study for him to understand ; it is long continued because not completed, and when dropped at last

because crowded out by higher branches, it seems to fade quickly from memory and there is little to show as the fruit of much time and labor. It is not easy to explain why this subject should be thus surrounded and pervaded with difficulties. Yet I will venture to state two reasons which seem to me to be the principal causes.

1. The study is chiefly confined to map questions, and the strength of the pupil is expended in committing to memory an immense number of difficult names of places and objects, without proper and sufficient associations attached, by which they may be readily and distinctly recalled to mind.

Every one knows how slight an impression is made on the mind by the simple utterance of a strange name. Until incidents connected with it are mentioned which awaken an interest, it takes no hold on the mind or memory. In proportion as the interest is intensified the hold is strengthened, until it seems to become a part of the mind itself; and every mention of it afterward awakens a world of thought, of which that name is the nucleus. Every place, in the study of Geography, has a geographical value to the pupil proportioned to the interest he feels from the mental associations connected with it. Mitchell's geography, though an excellent text book, contains far too much minutiae for our pupils to memorize, with any reasonable expectation that they can retain it all. A tithe of what is now learned, properly associated, would be worth infinitely more than all that is learned simply as a memoriter exercise.

2. Actual and relative positions of places and objects are not made sufficiently real, by merely looking at them and pointing them out on the map. Map drawing should accompany every lesson.

If rough outlines of the country, or section of it contained in the lesson, can be drawn by every pupil, as the lesson pro-

ceeds, and every object located and described by different members of the class, the best possible test will be furnished of the pupil's knowledge of the subject.

ENGLISH GRAMMAR.—The imperfection of text-books on this subject, and the defective methods of teaching grammar, are proverbial. The fault is not so much in the text-book or teaching, as in attempting a reversal of the natural order of learning the language. The young pupil expects to be taught “to *speak* and *write* the English language correctly,”—and the process adopted, by almost universal usage, is to place in his hands a “treatise on the principles of language,” to require him to commit to memory the abstruse definitions which contain those principles, and then learn their application to difficult construction of sentences of prose and poetry.

The question is, when, how much, and how to use the Grammar, so that the pupil shall acquire the greatest facility in the correct use of language, both written and oral. No one doubts the utility of “analysis” and “parsing” if properly employed. Indeed, they are indispensable to pupils considerably advanced in their studies. But how is it with them in the previous stages of their education? Are they taught “to speak and write correctly,” as much as they should be, before they begin to use the text-book, which is usually near the close of their school days? The little child begins to accumulate a stock of words at a very early age, under the tuition of the mother and members of the household. He learns by imitation and constant practice in forms of expression, and his accuracy or want of it is greatly dependent on the examples set by his teachers at home. When he goes to school, he receives instruction,—“unconscious tuition,”—perhaps, from a larger number of teachers, increases his store of words, and again his use of language is modified, favorably or otherwise, by the example of those with whom he associates. It is plain that all chil-

children learn to speak their own language before they arrive at the usual period for studying the grammar. Moreover, comparatively few ever reach that period at all.

What then is the duty of the teacher? Certainly, not to leave the children to their own mutual instruction in this most important branch of their education; important, because language is the key to all departments of learning; the medium through which the pursuits and social enjoyments of life derive their chief value; the leading characteristic which exalts man on the earth as a rational being.

It is the *use of language* that should be taught, by exercise in which the teacher must give all grammatical instruction needful, for a considerable period, before the pupil shall be required to master difficult forms of construction, as presented in the grammar.

1. The correction of ungrammatical expressions, as they occur in conversation, in the daily recitations and exercises of the school, should be regarded, by the teacher, as an indispensable duty.

2. Written exercises, adapted to the capacity of the pupils, should be required, once, twice, or oftener, during each week, the frequency depending upon the nature and length of the exercise. Children may be required to write simple, original sentences, as soon as they begin to form script letters; and continuing the same through all the grades, as they advance, will gain great facility in the expression of their thoughts, and escape the torture so generally experienced by scholars when the dreaded trial of "composition writing" approaches.

3. An oral exercise might very profitably be made to alternate with the written, especially by older pupils, which would give ready command of words and fluency of utterance. Let a pupil read a passage and then endeavor to re-produce the ~~idea~~ it contains, in his own language; or let him describe any

event that has come under his observation. It may be made a very interesting as well as profitable exercise.

In these remarks, it is not my design to censure or criticise the present mode of teaching English Grammar, when pupils arrive at the proper age to learn it ; on the contrary, the results of the last examination for the High School exhibited evidence of thorough, excellent instruction. But I would suggest that much can be done in behalf of multitudes of children who leave school and go out into life, without reaching the age and stage of advancement when the study of grammar would benefit them. More careful practice in speaking and writing would better prepare all pupils for the study of principles and grammatical construction of their language.

READING.—Much, more than space will allow, might be said on this subject. Perfection in this branch, at least according to the ideal standard which is so seldom, if ever, reached by any one, cannot be expected in our schools. The true interpretation of words, as signs of thought, is the first condition of good reading. That expression which will most perfectly convey to the mind of the hearer the idea, as conceived by the author, should be regarded as the standard of good reading.

A correct pronunciation is an essential element, but most difficult of attainment ; especially is it made so by the peculiarities of different nationalities in the utterance of the elementary sounds of words. Until a complete mastery of these sounds is gained by the pupil, the reading must necessarily be imperfect. Hence the importance of much practice, particularly upon the sound of vowels ; and frequent phonic analysis of words. The teacher whose ear does not discriminate sounds accurately, will not be likely to succeed in attempting to teach others.

Distinctness of articulation requires more careful attention than is generally given to it. Without this, no reading can be

good. A full, clear tone of voice is a cardinal excellence. Modulation and expression require much careful study, as upon these will the beauty and perfection of reading depend, after the foundation has been laid, by securing other elements to which allusion has been made. Reading is never well taught when pupils do not understand what they read. Questions on the subject by the teacher both *before* and during the reading, should test the scholar's knowledge and faithfulness in the study of the lesson. Familiar explanation of the force and meaning of words, geographical, biographical and historical ; some account of the author, and brief comments on the sentiment of the piece, will often add interest to the reading exercise, and encourage the older pupils to greater effort.

VOCAL MUSIC.—Good progress has been made in this department. There is, however, a wide difference in the interest taken in it by different teachers ; and, as a natural consequence, the pupils, in those rooms where the teacher enters into the subject with zeal and ambition to excel, exhibit a marked superiority over those who are indifferent, and teach as if by constraint, rather than a love of it. The annual rehearsal in Music Hall was omitted this year, because several exhibitions had been held during the winter by the pupils of the schools under Mr. Jepson's charge, and the public had become sufficiently acquainted with the method of teaching music, and with what has been accomplished.

Since the opening of the Skinner and Hamilton schools, it has become an important question to consider how one teacher can give instruction to the increasing numbers of children gathering into the schools. Already, Mr. Jepson has been obliged to drop off some of the lower schools, in order to reach the higher rooms in the new schools. The difficulty lies in the fact, that he is obliged to give each lesson to a limited number of pupils ; whereas, if he could have before him two hundred,

instead of fifty, he might give four times as much instruction in the same time ; or greatly increase the number of pupils that should be taught. A hall in each large school for this and many other purposes of general instruction is a desideratum.

DRAWING.—By a vote of the Board, some months since, this branch was included among the studies of the schools. The preparation necessary to thoroughly incorporate it as a legitimate part of instruction, has made unexpected delay. But arrangements are now perfected, and hereafter, in all the schools, drawing will be taught. A large number of our teachers have recently taken a course of instruction, in anticipation of their new duty, and others had previously become qualified, so that there is good reason to believe that the introduction of drawing will soon be successfully accomplished. Considerable progress was made in the High School during the last year under the the instruction of Miss Walkér. This year, Prof. Bail will take charge of this department, and pupils will be able to advance as far as the time of their attendance will admit.

To show that drawing can be taught successfully in the schools, the following extract is given from the Superintendent's report, of Cincinnati, Ohio :

“ In this department, astonishing results have been attained. Specimens have been collected which show that a very great amount of talent, in this direction, existed among our pupils,—talent which, but for this opportunity afforded them, would in all probability have remained entirely unknown to the possessor. Some of our pupils have procured employment solely on the ground of their proficiency in drawing.”

EXAMINATION OF TEACHERS.

An examination of applicants for positions as teachers was held, at the High School, on the 28th of March last, by the Su-

perintendent and Committee on Schools. Forty-five individuals presented themselves, and prepared written answers to the several sets of printed questions laid before them. Each answer was afterward critically examined and marked ; and thus the standing of each candidate was determined. The highest rank obtained was *eighty per cent.*—the lowest *twenty-four per cent.* *Twenty-five* obtained an average of more than fifty per cent., and all these are regarded as well qualified to teach, so far as their literary attainments are concerned. Experience in the actual work of the school room is the essential requisite in addition, to prove their capability as teachers ; and this is provided for in the Fair st. school.

From the class examined, selections are made of those whose qualifications appear most promising for the positions they will be most likely to fill in the public schools, and they receive appointments to the Training School, on Fair st., in which each individual, with about fifty pupils under her charge, begins the business of teaching, under the instructions of an experienced teacher. The time of probation here depends upon the developments of capability, and the occurrence of vacancies in the schools where their services are required. Two to six months are generally sufficient. Whenever it is evident that an individual is deficient in skill, tact and government, she is excused from further duty.

It should be understood, that a novice in teaching is seldom competent to take charge of the rooms in our schools higher than number four ; and number one must always, if possible, be in charge of a teacher of successful experience, or of a young teacher, must be one who has manifested a peculiar fitness for the place.

If applicants sometimes feel disappointed, not to say impatient, because they do not immediately obtain positions, it should be remembered that when there are not more than half-

a dozen places to be filled in as many months, the fifty waiting in anxious expectation cannot all be accommodated in a brief space of time. It is the duty of the Board, in justice to the District, to select those who appear best fitted to perform the duties required ; and they alone must make the choice of individuals to be appointed, as circumstances may require. While the examination does not guarantee employment in the schools, it does generally secure a preference in favor of those examined who exhibit proper qualifications.

A WORD TO PARENTS.

Parents and teachers have a common interest in the children of our schools ; and a mutual confidence between them is not only desirable, but absolutely essential to the best results. To secure such confidence, a personal acquaintance and an occasional interchange of views in relation to school interests, are of great value. Particular attention is requested to the following suggestions.

1. Unanimity of feeling and coöperation between parents and teachers, will both diminish the amount of government to be employed and render more efficient what is necessary ; also, lessons will be more cheerfully and perfectly learned, under such influence.

2. A friendly inquiry and explanation, made personally by the parent and teacher, will, in a great majority of cases, remove apparent and real difficulties, which, otherwise, with a little misapprehension and jealousy, could easily be made occasions of serious consequence.

3. A conference with teachers should be sought, if possible, before or after school hours, to avoid the interruption of school exercises, and the wrong impressions and excitement which are liable to grow out of earnest conversation, carried on in the presence of pupils.

4. If satisfaction cannot be obtained by a conference with the teacher, appeal may be made to the Superintendent or Committee on Schools, when investigation will be made.

5. Parents who encourage regularity of attendance in their children, greatly promote the efficiency and value of the school. The withdrawal of scholars to visit in term time is specially undesirable. A vacation of twelve weeks in the year should afford ample opportunity for that purpose. Tardiness should almost invariably be regarded as inexcusable.

6. Parents will encourage both teachers and pupils by occasional informal visits at the schools. A call from them and others interested in the methods of instruction and administration of the public schools, will, at all times, be welcomed.

7. Frequent inquiry by parents about the progress their children are making in their studies, and an interest manifested in their success, give healthy stimulus to effort.

8. Parents who understand that a good education is the best inheritance they can leave to their children, will rarely fail to urge their children to make use of every opportunity afforded for their improvement.

In conclusion, I beg leave to express my conviction, that large and valuable results have been reached in the administration of the public schools during the year just closed.

The increased accommodations have given a larger proportion of the children of the district an opportunity to attend school, and the privilege has been eagerly improved.

The general management of the schools by the teachers has been quite satisfactory ; and they deserve commendation, as a body, for faithfulness and devotion to their work.

It is gratifying to observe the rapid increase of interest and higher appreciation of the schools by the people, manifested in

many ways. It is hardly possible to avoid the conclusion, that through the medium of education, as a great transforming power, all classes and all nationalities, providentially dwelling together under a free government, are to be qualified for the various duties of life, and to be fitted to become useful and intelligent citizens of this ancient commonwealth.

All which is respectfully submitted.

A. PARISH,
Supt. Pub. Schools.

APPENDIX.

SCHOOL DISTRICTS IN NEW HAVEN.

In accordance with the enactments of the Legislature of the State, the town of New Haven is divided into three distinct school districts, viz: the City, Fair Haven and Westville.

BOUNDS OF THE CITY SCHOOL DISTRICT.

The New Haven City School District is included within a line drawn from the bridge over West River, on the Derby Turnpike, straight to the outlet of the Beaver Pond, thence easterly and northerly along the brook flowing into said pond, to the Hamden line—thence along said Hamden line to the center of Dixwell Avenue, where the City line strikes the Hamden line—thence along the line established by the Charter of the City of New Haven as its boundary, to the place of beginning, and is sub-divided as follows:

SUB-DISTRICTS.

The city of New Haven constitutes one legal school district, which, for convenience in distributing pupils among the various schools, is sub-divided, so as to make as many smaller districts as there are Grammar Schools. The extent of territory belonging to each sub-district depends (1) upon the convenience of access by pupils to the school houses. (2) Upon the number of pupils the school buildings are capable of accommodating. (3) Upon the relative position of the several schools, so as to make the streets suitable boundary lines.

The following divisions and boundaries are established by vote of the Board of Education.

WASHINGTON DISTRICT.

All that portion of the City School District lying westward and southward of a line commencing on West Water Street, at the foot of Meadow Street, and running in the direction of Meadow Street,

but west of it, to George Street; thence from George Street in a line with Congress Avenue to West Bridge, including both sides of Congress Avenue, shall be known as the **WASHINGTON DISTRICT**.

WEBSTER DISTRICT.

All that portion of the City School District lying westward of a line beginning at the corner of Water and Fleet or State Streets, and running on the west side of State to the corner of State and Chapel Streets, not including any part of State Street; southward of a line running westward, parallel with Chapel to the corner of Chapel and Church Streets; westward of a line from the corner of Church and Chapel to the corner of Church and Elm; southward of a line from the south-west corner of Church and Elm to the south-west corner of Elm and York Streets; eastward of a line from the corner of Elm and York to the south-west corner of York and Chapel streets; southward of a line from the south-west corner of York and Chapel Streets to the south east corner of Chapel and Dwight Streets; eastward of a line from the corner of Chapel and Dwight Streets to the south side of Oak Street, corner of Dwight and Oak Streets; southward from the corner of Dwight and Oak Streets (not including any part of Oak Street,) to West River; eastward of West River to the boundary of the Washington district already described, and northward and eastward of Washington boundary, shall be known as the **WEBSTER DISTRICT**.

DWIGHT DISTRICT.

All that portion of the City School District lying westward of a line running southward from the northern city boundary and parallel with Prospect Street, on the eastern side, to the north-eastern corner of Prospect and Grove Streets, thence to the south-western corner of Grove and College Streets, thence to the south-western corner of College and Elm Streets; and all that portion lying north and west of the boundary of the Webster district already described, including Elm Street on both sides west of College Street; Chapel Street on both sides west of York Street; and Oak Street on both sides west of Dwight Street; also all that portion lying south-easterly of a line drawn next westward of Brownell Street and parallel with it, in a direct course from West River to the boundary line between the city and the town of Hamden, shall be known as the **DWIGHT DISTRICT**.

SKINNER DISTRICT.

All that portion of the City School District beginning at the line dividing the city from Hamden, lying east and south of the line near Prospect Street, bounding the Dwight District, in part, to the corner of Prospect and Grove Streets; north and east of a line from the corner of Prospect and Grove Streets to the north-west corner of Grove and State Streets; thence to the corner of Veto and State Streets; thence across State to the corner of State and Olive Streets on the east side of the latter; thence to the north-east corner of Olive and William Streets; thence to the north-east corner of William and Franklin Streets; thence up on the west side of Franklin Street to the junction with Madison Street; thence across Franklin next south of Myrtle and parallel with it, in a direct line to Mill River, shall be known as the SKINNER DISTRICT.

WOOSTER DISTRICT.

All that part of the City School District, lying eastward from the boundary of the Webster district on State Street, and including State Street on both sides, to the corner of State and Chapel Streets; thence south of a line running on the south side of Chapel Street and parallel with it, to the south-east corner of Chapel and Franklin Streets; thence east of a line to the south-east corner of Franklin and Grand Streets; thence southward of a line running to the south-east corner of Grand and Hamilton Streets; thence eastward of a line running to the south-east corner of Hamilton and Myrtle Streets; thence southward of the boundary line of the Skinner District, already described, to Mill River, shall be known as the WOOSTER DISTRICT.

EATON DISTRICT.

All that portion of the City School District lying within the boundaries, already described, of the Washington, Webster, Dwight, Skinner and Wooster Districts, including both sides of Chapel, Church, Elm, College, Grove, State, Olive, William, Franklin, Hamilton, and Grand Streets, shall be known as the EATON DISTRICT.

NEW HAVEN PUBLIC HIGH SCHOOL.

The High School is a part of the Public School system, in which instruction is provided in branches of study more advanced than those pursued in the grammar schools, and is the highest department furnished at public expense.

The following statement is made, that the citizens of New Haven may become better acquainted with the advantages it is designed to furnish to pupils, and to give definite information in relation to the special objects it aims to accomplish in the reorganization of its studies:

I. The Course of Study proposed for the High School, comprises such instruction and branches of study, as will give to its pupils both a *general* and *special* preparation for usefulness in after life. For those who desire to secure a thorough course of mental training, and to lay a foundation for the acquisition of knowledge, or who wish to prepare for a more extended course, in the future, either in classical or scientific studies, provision is made for the study of Language and Mathematics to such an extent as the wants of the community may require. The scheme provides, also, for instruction in Natural Science, from which the pupil may obtain a general knowledge of principles and their applications in the various departments of business life.

The regular course, as laid down, is designed to occupy a space of three years: thus completing the period of public school instruction in such a manner as to furnish to every child a thorough and substantial education.

II. For those whose circumstances limit the time of their attendance at school, or who wish to prepare themselves for some particular vocation, a selection from the regular studies may be made, adapted to their wants. A special preparation for *commercial pursuits* comprises so much of the regular course as the time of the pupil will admit; and, in addition, special attention is given to Book Keeping, Commercial Arithmetic, Penmanship, Business Forms, &c.; also to Mensuration, Mechanical Drawing, and the principles of Natural Science as pertaining to the Mechanic Arts, &c.

III. As a large number of the young ladies who have been educated in the High School have become teachers, special efforts will be made to fit for the occupation of teachers, those who desire to be so employed.

The Scheme of Studies herewith presented, is a condensed plan, designed to exhibit the course of instruction necessary for the several purposes named above.

COURSE OF STUDY.

First Year.

SUMMER TERM.	OPTIONAL STUDIES.
Algebra and Arithmetic. Physical Geography. English Grammar, with Analysis, Derivation of Words, and construction of Sentences.	Latin. Ancient History. Chronology, and Geography.
FALL TERM.	COLLATERAL STUDIES.
Algebra and Arithmetic. Physical Geography. English Grammar, with Analysis, &c. continued.	During each term of the year, at stated times, all the pupils will have exercises in Elocution—in the form of Reading, Declamation, or Recitation; also in Orthography, Penmanship, Drawing and Composition.
WINTER TERM.	
Algebra and Arithmetic. Modern History. English Language. Rhetoric and written Exercises.	

Second Year.

SUMMER TERM.	OPTIONAL STUDIES.
Geometry. Modern History. English Literature, Rhetoric and Written Exercises.	Latin. French. German.
FALL TERM.	COLLATERAL STUDIES.
Geometry. Modern History. Book Keeping, Business Forms, &c.	
WINTER TERM.	
Geometry. American History. Book-Keeping, Commercial Arithmetic, &c.	As in first year.

Third Year.

SUMMER TERM.	OPTIONAL STUDIES.
Trigonometry. Natural Philosophy.	Latin. French. German.
FALL TERM.	COLLATERAL STUDIES.
Trigonometry. Natural Philosophy. Astronomy.	
WINTER TERM.	
Youman's Household Science. Natural History. Constitution U. S. and of Connecticut.	As in first and second years.

TERMS OF ADMISSION TO THE HIGH SCHOOL.

The Annual Examination of candidates for the admission of a new class, takes place at the High School during the last three days of the winter term. Pupils may be admitted during the year, for special reasons; but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed for pupils received at other times.

The following are the branches on which the candidates are examined for admission:

Arithmetic, English Grammar, Geography, History of the United States, Reading, Spelling, and Penmanship. A knowledge of other and higher branches will be no substitute for those required.

In ARITHMETIC the candidate must be familiar with the whole of "Eaton's Common School" and "Intellectual Arithmetic," or some other equivalent text books.

In ENGLISH GRAMMAR, he must be able to analyze and parse, readily and correctly, ordinary sentences in prose and poetry, giving rules from the Grammar which shall indicate a clear understanding of the construction and principles of the language.

A thorough knowledge of the Definitions, Elementary Principles and maps of Mitchell's Intermediate Geography, is required; to which should be added a general acquaintance with the Descriptive geography contained in the text books.

A knowledge of the History of the United States through the Revolutionary War is required.

Good penmanship and ability to read and spell correctly are essential qualifications.

Pupils below the first class in the Grammar schools are not received as candidates for examination, unless recommended by the Principal, as, in his opinion, qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools" for their approval previous to the examination. The questions are not to be restricted to the text-books used in the Schools, yet they will correspond in form and principles with those with which the pupil should be familiar, from his previous instruction.

ADMISSION TO THE LATIN OR PREPARATORY CLASS.

Many parents wish their children to commence the study of Latin at an age younger than that at which pupils usually finish their course in the Grammar schools, in preparation for the High School. To those who wish to commence the study of the Languages, in preparation for College, it is essential that they should begin the study of Latin early. To meet this want, provision has been made for the admission of a younger class of pupils, and less advanced in their English studies, than those received from the Grammar schools, in the regular course. No pupil is received into this class who does not make Latin a prominent study, with the intention of pursuing it at least two years. At the end of that time every pupil of ordinary capacity should be prepared, in the English branches, to enter the regular classes of the High School.

The conditions of admission to this class are,—1st, an expressed desire on the part of parents or guardians, that their children shall take Latin as a principal study; 2d, that they shall have thoroughly mastered the ground rules of Arithmetic, and made corresponding progress in their other studies. Pupils in this class will continue their studies in the English branches, in connection with the Latin.

From the foregoing statements it will be obvious, that while instruction is given in classical studies as well as in French and German, the Board of Education are determined to provide a thorough course of instruction in the Higher English branches, with especial reference to those who are to begin the active duties of life without other advantages than those which they will all here obtain.

T A B L E I.—New Haven Public High School.—Examination of Candidates, April 22, 23, 24, 1868.

RESULTS

PUBLIC SCHOOLS.	CANDIDATES SENT.			STUDIES.										
	Boys.		Total.	Average		Arith.	Geog.	Gram.	History.	Reading.	Spelling.	Writing.	Average.	
				Age.										
Eaton School,-----	6	10	16	15.0	71.8	74.7	84.0	89.2	73.5	95.1	76.5	80.68		
Webster School,-----	5	0	5	14.4	77.8	80.0	81.8	92.8	71.4	94.0	62.0	79.97		
Dwight School,-----	4	16	20	15.6	59.5	64.2	77.9	75.3	72.3	94.5	62.2	72.27		
Wooster School,-----	3	5	8	16.6	53.5	58.0	64.8	75.5	69.2	95.5	80.6	71.01		
Latin School,-----	5	3	8	15.0	43.0	54.7		75.2	77.5	70.8	64.18			
Washington School,-----	7	1	8	13.9	39.5	28.5	65.2	62.7	66.3	90.5	40.0	56.10		
	30	35	65	15.2	58.7	61.5	76.3	79.0	71.7	92.1	66.2	71.79		
OTHER SCHOOLS.														
-----		1	1	16.7	12.0	13.0	37.0	33.0	63.0	88.0	40.0	40.8		
-----		1	1	17.6	56.0	55.0	62.0	80.0	70.0	98.0	65.0	69.4		
-----	1		1	17.1	83.0	83.0	79.0	44.0	90.0	88.0	60.0	75.2		
-----		1	1	16.6	10.0	13.0	35.0	00.0	65.0	76.0	40.0	34.1		
-----	1	3	4	16.75	40.3	41.0	58.2	39.2	72.0	87.5	51.2	54.87		

T A B L E I I.—Public Latin and High School.—No. of Scholars Registered each Term.

YEARS.	JAN. TERM.		MAY TERM.		SEPT. TERM.		JAN. TERM.		MAY TERM.		SEPT. TERM.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1859,-----			39	46	40	48			42	41	79	77
1860,-----	30	39	21	32	33	59	1864,-----	53	53	86	94	70
1861,-----	29	55	27	48	36	69	1865,-----	71	65	78	103	74
1862,-----	36	61	26	48	30	68	1866,-----	84	60	94	111	109
1863,-----	22	56	18	45	52	62	1867,-----	96	67	111	113	
							1868,-----	97	103	95		

NEW HAVEN PUBLIC HIGH SCHOOL.

*Examination of Candidates, April 22d, 23d, and 24th, 1868.***ARITHMETIC.**

1. How are Concrete and Abstract numbers distinguished?
2. How does a prime number differ from an odd number? Tell which of the following numbers are odd and which even; which are prime and which are composite; also, which belong to more than one class, and to which: 1, 2, 5, 6, 7, 9, 12, 13, 15, 16, 19, 21, 89, 103, 123, 168, 179, 350, 449.
3. Define a Composite number and a common multiple of two or more numbers.
4. How does a Simple Fraction differ from a Proper Fraction? Give an example of each.
5. What is a Compound and what a Complex Fraction?
6. How does Rate Per Cent. differ from Percentage?
7. In every example in Interest, what four elements, or particulars, claim special attention?
8. How does Discount differ from Interest?
9. State the distinction between a Decimal, a Duodecimal and a Common Fraction.
10. Define Involution and Evolution.
11. How many cubic blocks, each measuring 12 inches on a side, can be placed in a room 18 ft. long, 15 ft. wide and 9 ft. high?
12. How many square yards in the walls and ceiling of a room $16\frac{1}{2}$ ft. long, 15 ft. wide and 9 ft. high?
13. New Haven is $72^{\circ} 55' 24''$ W. Longitude from Greenwich. When it is 12 o'clock, noon, at New Haven, what time of the day is it at Greenwich?
14. If $\frac{3}{4}$ of a bushel of barley be worth $\frac{1}{2}$ of a bushel of corn, and corn be worth $\frac{1}{3}$ of a dollar a bushel, how many bushels of barley will \$15 buy?
15. What is the value in Avoirdupois weight of 16 lb. 5 oz. 10 pwt. 13 gr. Troy?
16. Multiply three hundred and four ten thousandths, by five thousandths, and divide the product by two and five-tenths.
17. What is the present worth of \$1319.29, due in 2 yrs. 11 m.?
18. What is the excess of annual over simple interest of \$250 for 5 yrs. 7 m. 24 d.?
19. A person holds \$8,000 worth of U. S. 5-20 Bonds, bearing six per cent. interest in gold; what will he receive annually from the coupons in currency, if gold commands a premium of 40 per cent.?
20. What is the square root of 401956?

NEW HAVEN PUBLIC HIGH SCHOOL.

*Examination of Candidates, April 22d, 23d, and 24th, 1868.***ENGLISH GRAMMAR.**

1. Into what two general classes are the letters of the alphabet divided?
2. Define a Diphthong, a Mute and a Liquid. Give examples of each.
3. Define Accent and Emphasis. Write a word of two syllables, one of three and one of four syllables, and mark the accent of each.

4. Give a rule for dividing words into syllables.
5. When is the consonant at the end of a primitive word doubled in spelling a derivative of the same word?
6. Name all the properties employed in parsing a noun.
7. Name the four classes into which pronouns are divided. Write one sentence or more, which shall contain an example of each class.
8. Write three examples of each of the following adjective pronouns: 1. Distributive. 2. Demonstrative. 3. Indefinite. 4. Reciprocal.
9. Write the feminine of the following words: 1. Author. 2. Sir. 3. Testator. 4. Landlord. 5. Mister.
10. When is a collective noun singular,—when plural?
11. Write the following words in the cases and numbers indicated: 1. Boy, poss. sing. 2. Lady, poss. plu. 3. I, poss. sing. nom. plu. obj. plu. 4. He, poss. plu. 5. Thyself, obj. plu.
12. Compare the following Adjectives: 1. Deep. 2. Loyal. 3. Evil. 4. Little. 5. Late.
13. Name the properties used in parsing a verb.
14. Write the verb lie, (to repose) in the first pers. plu. of each tense of the Indicative and Potential Moods.
15. Give the verb hear, Indic. Mood, act. v., past tense, 3d pers. sing. 1. Common form. 2. Emphatic. 3. Passive. 4. Progressive.
16. Adverbs are used to modify the meaning of what?
17. What is the Subject,—what the Predicate of a simple sentence? Write a sentence and illustrate.
18. What is a Phrase,—what a Clause?
19. Analyze the following sentence: *The man who escapes censure, is fortunate.*
20. Parse the words in italics.

NEW HAVEN PUBLIC HIGH SCHOOL.

Examination of Candidates, April 22d, 23d, and 24th, 1868.

GEOGRAPHY.

1. In what direction on the map are Meridians and Parallels of Latitude drawn, and for what are they used?
2. Name the circles that bound the zones on the earth,—state their latitude and describe the climate of each zone.
3. Mention *two countries* in Europe, *two seas* in Asia and *one city* in the United States, in the same latitude with Connecticut.
4. Name the grand divisions of the Earth and state in which hemisphere they are found.
5. Name five great lakes on the northern border of the United States, and name the States adjacent to each.
6. Mention *five seas* in Europe and name all the countries that border on each of them.
7. Name the five longest rivers in Europe,—state where they rise,—their direction,—and where they empty.
8. In what countries of Europe do you find five extensive ranges of mountains? Give their names and direction.

9. Mention, in order, the countries in Africa, from the Isthmus of Suez to the Strait of Gibraltar, lying on the Mediterranean Sea.

10. Give the location of Liberia. What can you say of it?

11. What interesting objects are found by travelers in Egypt?

12. What are Oases? Name one,—where located?

13. What countries are included in what are known as the "East Indies"?

14. Name four great deserts in Asia, and the countries in which they are found?

15. Name the two largest rivers of Hindoostan and tell where they empty.

16. Name the counties of Connecticut; (1) bordering on Massachusetts; (2) those bordering on Long Island Sound.

17. Mention three rivers in Connecticut which empty into Long Island Sound, and the towns which lie on each side, at the mouth of each.

18. Bound New Haven.

19. Bound New Haven County.

20. State *what* and *where* are the following: 1. Lima. 2. Cotopaxi. 3. Bab el Mandeb. 4. St. Roque. 5. Katahdin. 6. Sitka. 7. Sierra Nevada. 8. Azov. 9. Giant's Causeway. 10. Mauna Kea.

NEW HAVEN PUBLIC HIGH SCHOOL.

Examination of Candidates, April 22d, 23d, 24th, 1868.

HISTORY.

1. What land did Columbus discover on his first voyage?

2. What parts of the main land did he afterwards discover? In what year?

3. State how this continent happened to be called America.

4. On what did England base her claims to the territory of North America?

5. Give an account of Raleigh's attempts to colonize America.

6. What three colonies were first established in Connecticut? Where located? In what year were they united?

7. Give an account of the Pequod war. Where were the Pequods located?

8. What four wars are mentioned in the colonial history before the French and Indian war?

9. Give an account of William Penn's agency in the settlement of Pennsylvania and Delaware.

10. What claims to territory were made by France and England which led to the French and Indian war?

11. Give an account of Braddock's defeat in his expedition against Fort Duquesne.

12. What city now occupies the site of Fort Duquesne?

13. Who was William Pitt, and what office did he hold?

14. At the close of the war what territory did France and Spain cede to Great Britain?

15. State some of the causes that led to the American Revolution.

16. Where was the first blood shed? Give an account of the occurrence?

17. Who was La Fayette? What part did he take in the war?

18. What can you say of Benedict Arnold?

19. What can you say of Nathan Hale?

20. At what place, in what year, did the last great battle of the war take place? What General had command of each army?

TABLE III—continued.—Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Registered.	Ar. No. Registered.	Ar. Daily Attendance.	Per Cent. Attendance.	No. Absent. without leave.	No. Suspended.	No. Absences.	No. Punctures.	No. 3 days without absence or tard.		No. Truants.	No. Cases Treasury.	Exam. Term. Ar. Age.
											Boys.	Girls.			
DWIGHT, -----	1	51	58	52.6	49.9	94.8	9	0	1060	13	138	114	0	0	5.7
	2	51	56	51.7	49.2	95.1	8	0	1050	15	116	152	2	2	6.2
	3	51	55	50.1	48.2	96.2	18	0	1050	27	191	171	1	2	7.4
	4	51	57	50.6	48.7	96.2	17	2	769	20	144	176	2	4	8.5
	5	52	68	62.1	60.0	95.8	19	1	819	30	188	116	1	1	9.7
	6	53	65	62.9	60.5	95.4	25	0	971	39	121	105	47	3	9.8
	7	50	61	50.4	48.3	95.8	23	1	897	43	92	180	2	2	11.1
	8	54	62	54.2	52.3	95.4	21	2	743	27	154	174	2	2	11.4
	9	50	57	49.9	47.9	95.9	22	0	811	36	136	145	0	0	11.9
	10	50	54	49.7	48.3	97.1	26	1	544	23	188	202	1	2	12.3
	11	48	52	47.3	45.4	95.9	18	0	790	19	212	129	0	0	13.2
	12	46	54	47.0	45.9	97.6	20	0	422	8	280	199	0	0	13.9
	12	617	699	618.5	594.6	96.1	226	7	9595	299	1950	1863	14	18	10.1
SKINNER, -----	1	50	56	50.0	46.4	92.8	8	0	256	20	8	25	3	4	5.0
	2	50	54	48.8	45.6	93.4	7	2	225	29	8	29	3	11	6.0
	3	50	51	47.7	44.7	93.7	6	0	219	16	11	20	6	11	6.6
	4	50	50	45.7	43.7	95.6	4	0	139	13	35	21	0	0	7.1
	5	50	53	47.2	43.0	91.1	5	1	295	21	12	6	2	0	7.7
	6	50	53	49.6	47.1	94.9	3	1	173	8	18	25	1	1	8.6
	7	50	54	49.4	46.4	93.9	4	2	206	18	14	23	2	4	9.0
	8	50	54	49.4	46.8	94.7	2	2	183	15	37	8	2	4	9.7
	9	50	54	49.3	45.0	91.2	5	2	301	25	6	7	1	16	10.6
	10	50	54	49.6	46.3	93.3	2	1	230	24	29	14	5	3	10.9
	11	50	52	48.7	45.8	94.0	5	0	202	12	17	13	2	2	11.9
	12	50	44	41.3	38.8	93.9	5	0	175	9	26	12	1	1	13.0
	12	600	629	576.7	539.6	98.5	55	11	2601	210	221	203	29	58	8.8

HAMILTON, ---

1	60	63	60.0	56.7	94.5	4	2	487	55	68	22	16	2	2	6.9
2	60	60	60.0	56.3	93.8	6	0	543	115	34	15	13	0	0	7.1
3	58	58	57.9	55.4	95.6	2	0	373	78	47	57	23	0	0	7.5
4	58	64	58.0	56.5	97.4	3	9	233	105	78	59	41	4	8	7.2
5	50	58	50.0	47.6	95.3	4	5	339	112	58	26	12	4	7	9.7
6	70	82	69.0	65.1	94.3	19	9	572	236	37	14	10	0	0	10.7
7	52	58	51.6	49.4	95.7	15	2	320	83	76	44	26	4	4	11.7
8	70	75	67.6	63.6	94.0	17	0	605	219	24	16	8	10	18	12.5
8	478	518	474.1	450.6	94.8	70	27	3462	1003	407	253	149	24	39	9.0

DIXWELL, ----

1	54	63	47.2	42.6	90.2	40	2	1823	134	67	60	18	5	10	5.8
2	54	57	48.5	44.7	92.1	26	4	1570	68	67	68	15	5	19	6.2
3	50	59	47.4	44.0	92.8	33	0	1375	71	59	101	14	6	9	8.0
4	48	48	44.1	40.2	91.1	25	5	1596	59	68	78	23	1	2	9.3
5	48	50	44.0	41.3	93.8	29	1	1052	43	119	97	38	3	3	9.8
6	48	54	46.0	42.9	93.2	24	3	1370	48	138	82	35	1	4	11.7
6	302	330	277.2	255.7	92.2	177	15	8756	423	513	486	143	21	46	8.5

SOUTH ST., ----

1	50	64	52.4	47.2	90.0	48	3	2080	131	55	41	16	4	4	5.5
2	50	58	55.5	51.1	92.0	12	5	1720	105	86	66	26	10	35	7.1
3	50	62	50.5	46.0	91.0	26	3	1793	119	96	47	16	6	10	7.7
4	50	57	50.7	48.2	95.0	28	4	959	70	124	154	70	3	4	7.0
5	52	61	47.4	45.1	96.1	21	8	937	55	161	138	75	2	3	8.7
6	52	55	51.3	47.5	92.4	7	4	310	10	17	7	6	8	22	9.4
6	304	357	307.8	285.1	92.6	142	27	7799	490	539	453	209	33	78	7.6

FAIR ST., ----

1	50	60	47.0	42.4	90.0	43	8	1933	73	63	75	21	14	37	6.2
2	50	57	47.9	44.2	92.2	41	3	1489	36	93	87	23	7	19	7.2
3	50	61	45.1	41.6	92.2	37	1	1424	44	50	125	24	1	3	8.4
4	50	43	32.7	30.2	92.3	34	5	1031	17	125	124	51	13	28	8.5
4	200	221	172.7	158.4	91.2	155	17	5877	170	331	411	119	34	87	7.5

TABLE III—continued.—Showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seals.	No. Registered.	Ar. No. Registered.	Ar. Daily Attendance.	Per Cent. Attendance.	No. within 75 Days.	No. Absences.	No. Truancies.	No. 3 days without Absence or Truancy.			No. Cases Transferred.	No. Cases San. Term Ar. Ago.
										Boys.	Girls.	All Present.		
GOFFE ST.,.....	1	48	58	46.3	36.3	78.4	25	2	4008	6	28	4	6	6.9
	2	40	46	35.7	28.3	79.2	22	1	2915	9	10	7	13	9.7
	3	74	70	49.2	44.7	90.8	46	7	1813	39	22	5	12	12.6
	3	162	174	131.2	109.3	83.3	93	10	8736	54	60	16	31	9.7
DIVISION ST.,..	1	50	43	47.0	42.2	90.0	7	1	2009	18	19	7	2	7.6
	2	42	55	41.6	35.9	86.3	1	0	396	0	1	0	0	11.1
	2	92	98	88.6	78.1	88.1	8	1	2405	18	20	7	2	9.4
ELM ST.,.....	1	48	63	47.9	47.5	99.1	3	0	82	0	306	284	0	6.4
	2	54	69	54.8	54.1	98.7	14	0	286	72	311	202	0	10.3
	2	102	112	102.7	101.6	98.9	17	0	368	72	617	486	0	8.3
CITY POINT,...	1	34	35	28.7	27.1	94.4	21	0	634	136	108	73	0	9.3
WHITING ST.,..	1	78	132	95.9	77.9	81.3	52	24	6957	590	0	0	14	25
CARLISLE ST.,..	1	52	46	26.6	17.1	64.3	21	2	3680	847	9	2	14	7.4

- Notes.**—1. The State and Court St. Schools, having been merged into the Skinner School, do not appear as separate schools.
2. The Vernon St. School closed early in the year, and is omitted.
3. The Hamilton School has been in operation not quite half of the year.
4. The Skinner School represents only the Summer Term.
5. The Second Room of the Division St. School was opened May 6th.

TABLE IV.

SUMMARY OF STATISTICS,—Showing Attendance, &c., at all the Schools, during the Year.

SCHOOLS.	No. Teach'rs.	No. Rooms.	No. Seats.	Whole No. Regist'd.	Ar. No. Registered.	Ar. Daily Attendance.	Per Cent. Attendance.	No. withdrawn.	No. Repeat.	No. Absences.	No. Yard'rs.	No. & days without Absence or Yard.			No. Transfers.	No. Cases True'y.	Sum. Term Av. Age.
												Boys.	Girls.	All Present.			
High School, ----	7	4	213	222	196.2	179.6	92.0	81	8	6217	736	182	123	50	6	6	14.6
Eaton, ----	13	12	603	714	610.2	577.8	94.6	232	12	13093	152	1644	1241	588	11	12	10.7
Webster, ----	13	12	602	713	611.4	574.3	93.9	352	46	14692	226	1389	1269	509	49	94	10.1
Dwight, ----	13	12	617	699	618.5	594.6	96.1	226	7	9595	299	1960	1863	977	14	18	10.1
Woolster, ----	13	12	604	684	590.2	555.6	94.1	264	32	13850	675	1458	1097	441	36	46	9.0
Skinner, ----	13	12	600	629	576.7	539.6	93.5	55	11	2601	210	221	203	55	29	58	8.8
Washington, ----	9	8	411	459	403.6	378.3	93.8	188	31	10003	471	964	743	312	29	41	10.9
Hamilton, ----	10	8	478	518	474.1	450.6	94.8	70	27	3462	1003	407	253	149	24	39	9.8
Dixwell, ----	6	6	302	330	277.2	255.7	92.2	177	15	8756	423	513	486	143	21	46	8.5
South Street, ----	6	6	304	357	307.8	285.1	92.6	142	27	7799	490	539	463	209	33	78	7.8
Fair Street, ----	5	4	200	221	172.7	158.4	91.2	155	17	5877	170	331	411	119	34	87	7.4
Goffe Street, ----	4	3	162	174	131.2	109.3	83.3	93	10	8736	332	54	60	16	31	98	9.8
Mt. Pleasant, ----	3	3	155	172	151.0	134.5	89.0	67	23	6609	529	108	102	16	30	54	7.3
Division, ----	2	2	92	98	88.6	78.1	88.1	8	1	2405	239	18	20	7	2	2	9.4
City Point, ----	1	1	34	35	28.7	27.1	94.4	21	0	634	136	108	114	73	0	0	9.3
Whiting Street, ----	2	1	62	132	96.9	77.9	81.3	52	24	6957	590	0	0	0	14	26	9.0
Elm Street, ----	2	2	102	112	102.7	101.6	98.9	17	0	368	72	617	618	486	0	0	8.3
Carlisle Street, ----	1	1	52	46	26.6	17.1	64.3	21	2	3630	847	9	5	2	14	31	7.4
	123	109	5593	6315	5402.3	5095.2	93.3	2221	293	125284	8190	10522	9061	4152	377	735	

TEACHERS APPOINTED FOR THE YEAR 1868-9:

WITH THEIR SALARIES.

HIGH SCHOOL.

	Salaries.
T. W. T. Curtis, Principal,	\$2,500
James D. Whitmore, Sub Master,	1,900
Virginia H. Curtis,	800
Mary A. Marshall,	700
Josephine L. Taggart,	700
Ella G. Ives,	600
Anna E. Sperry,	500
	<u>\$7,700</u>

EATON SCHOOL.

No. Rooms.	
	Joseph Gile, Principal,
12	Elizabeth R. Drowne,
11	Bessie C. Blakeman,
10	Mary M. Harris,
9	Nancy B. Siason,
8	Margaret Merwin,
7	Mary A. Pinney,
6	Maggie Morgan,
5	Sarah A. Lewis,
4	Reugene L. Young,
3	Julia Hovey,
2	Mary F. Cooper,
1	Mary L. Lee,
	<u>\$7,700</u>

DWIGHT SCHOOL.

	Leverett L. Camp, Principal,
12	Julia M. Edwards,
11	Emma S. Bernard,
10	Harriet E. Peck,
9	Mary M. Stowe,
8	Harriet E. Judson,
7	Carrie E. Frost,
6	Addie E. Sawtell,
5	Emma E. Lincoln,
4	Anna Harmount,
3	Elizabeth V. Southworth,
2	Charlotte Hills,
1	Joanna W. Bradley,
	<u>\$7,550</u>

WEBSTER SCHOOL.

No. Rooms.	Salaries.
	John G. Lewis, Principal,
12	Elizabeth M. Leonard,
11	Lucy A. Minor,
10	Rachel N. Everts,
9	Sarah E. Tyler,
8	Maria A. Graves,
7	Mary A. Leake,
6	Kate M. Fagan,
5	Clara A. Hurlbut,
4	Marion E. Pinks,
3	Julia A. Malcolm,
2	Fannie E. Graves,
1	Katherine Butts,
	<u>\$7,650</u>

WOOSTER SCHOOL.

	Ralph H. Park, Principal,
12	Laura M. Flynn,
11	Louisa J. Blodgett,
10	Ella A. Burwell,
9	Mary J. Cain,
8	Mary A. T. Connelly,
7	Almira A. Giddings,
6	Julia A. Bidwell,
5	Emma E. Burwell,
4	Harriet Miles,
3	Mary S. Andruss,
2	Carrie M. Galpin,
1	Julia Thatcher,
	<u>\$7,300</u>

DIXWELL SCHOOL.

6	Clarissa B. Williams, Prin.,
5	Sarah E. Hughes,
4	Ellen A. Dutton,
3	Emma Benton,
2	Esther C. Post,
1	Emily H. Ruckoldt,
	<u>\$2,750</u>

SKINNER SCHOOL.

No. Rooms.	Salaries.
Henry C. Davis, Principal,	\$1,900
12 Abbie Woodward,	500
11 Almira Lovell,	500
10 Susan A. Steele,	500
9 Sarah A. Mallory,	450
8 Mary J. Curtis,	450
7 Julia A. Pardee,	450
6 M. Jennie Brown,	450
5 Mary E. Dallaber,	350
4 Ann E. Loper,	350
3 Ella J. Bronson,	350
2 Ellen L. Maguire,	350
1 Addie P. Burdett,	450
	<hr/>
	\$7,050

WASHINGTON SCHOOL.

Samuel C. Johnson, Prin.,	\$1,750
8 Fannie A. Baldwin,	450
7 Mary J. Arnold,	450
6 Lucia Cutler,	500
5 Clara A. Rogers,	500
4 Catherine O. Jones,	500
3 Hannah C. Chamberlain,	350
2 H. Esther Hotchkiss,	450
1 Mary F. Blakeman,	500
	<hr/>
	\$5,450

HAMILTON SCHOOL.

S. M. Agnes Walsh, Principal,	\$500
8 " Helena Charlton,	450
7 " Rita Shea,	450
6 " Silveria Flinn,	450
6 " Borromeo O'Hara,	400
5 " Celestine Wall,	450
4 " Cornelia Clinton,	350
3 " Arsenius Caden,	350
2 " Ambrosia Coonan,	350
1 " Cyril Walsh,	400
	<hr/>
	\$4,150

DIVISION ST. SCHOOL.

2 Grace Dickerman,	\$450
1 Mary S. Dickerman,	400
	<hr/>
	\$850

SOUTH ST. SCHOOL.

No. Rooms.	Salaries.
6 Lucy A. F. Pinney, Prin.,	\$600
5 Emily G. Ensign,	500
4 Jennie E. Barber,	450
3 Elizabeth B. Wiswell,	450
2 Elizabeth M. Healy,	450
1 Catherine J. Herrity,	450
	<hr/>
	\$2,900

FAIR ST. SCHOOL.

Cornelia A. Walker, Prin.,	\$700
4 Jessie Craig,	200
3 Emily Maltby,	200
2 F. Elzene Terrill,	200
1 Edith Johnson,	200
	<hr/>
	\$1,500

GOFFE ST. SCHOOL.

J. Henry Root, Prin.,	\$1,750
3 Cornelia A. Benton,	450
2 Jane G. Christie,	500
1	
	<hr/>
	\$2,700

MOUNT PLEASANT SCHOOL.

3 Emily E. Warner, Prin.,	\$550
2 Margaret Reilly,	450
1 Katie Smith,	400
	<hr/>
	\$1,400

WHITING ST. SCHOOL.

Marietta Wildman,	\$450
Emily A. Wildman,	450
	<hr/>
	\$900

ELM ST. SCHOOL.

2 Hester E. Wright,	\$450
1 S. Helena Bardwell,	400
	<hr/>
	\$850

CITY POINT SCHOOL.

Julia M. Catlin,	\$400
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CARLISLE ST. SCHOOL.

Eunice F. Gilbert,	\$350
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VOCAL MUSIC.

Benjamin Jepson,	\$1,500
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SCHOOL CALENDAR FOR 1868-69.

1868.	Sund.	Mon.	Tues.	Wed.	Thurs.	Frid.	Satur.	1869.	Sund.	Mon.	Tues.	Wed.	Thurs.	Frid.	Satur.
Sept.	..	..	1	2	3	4	5	March	..	1	2	3	4	5	6
	6	7	8	9	10	11	12		7	8	9	10	11	12	13
	13	14	15	16	17	18	19		14	15	16	17	18	19	20
	20	21	22	23	24	25	26		21	22	23	24	25	26	27
	27	28	29	30					28	29	30	31			
Oct.	..	..	..	..	1	2	3	April.	..	..	..	..	1	2	3
	4	5	6	7	8	9	10		4	5	6	7	8	9	10
	11	12	13	14	15	16	17		11	12	13	14	15	16	17
	18	19	20	21	22	23	24		18	19	20	21	22	23	24
	25	26	27	28	29	30	31		25	26	27	28	29	30	
Nov.	1	2	3	4	5	6	7	May.	..	..	..	..	..	..	1
	8	9	10	11	12	13	14		2	3	4	5	6	7	8
	15	16	17	18	19	20	21		9	10	11	12	13	14	15
	22	23	24	25	26	27	28		16	17	18	19	20	21	22
	29	30							23	24	25	26	27	28	29
Dec.	..	..	1	2	3	4	5	June.	..	..	1	2	3	4	5
	6	7	8	9	10	11	12		6	7	8	9	10	11	12
	13	14	15	16	17	18	19		13	14	15	16	17	18	19
1869.	20	21	22	23	24	25	26		20	21	22	23	24	25	26
Jan'y.	27	28	29	30	31				27	28	29	30			
	..	..	..	..	..	1	2	July.	..	..	..	..	1	2	3
	3	4	5	6	7	8	9		4	5	6	7	8	9	10
	10	11	12	13	14	15	16		11	12	13	14	15	16	17
	17	18	19	20	21	22	23		18	19	20	21	22	23	24
	24	25	26	27	28	29	30		25	26	27	28	29	30	31
	31														
Feb'y.	..	1	2	3	4	5	6	Aug.	1	2	3	4	5	6	7
	7	8	9	10	11	12	13		8	9	10	11	12	13	14
	14	15	16	17	18	19	20		15	16	17	18	19	20	21
	21	22	23	24	25	26	27		22	23	24	25	26	27	28
	28								29	30	31				

The Fall Term begins	Wednesday, Sept. 2;	ends Dec. 24.	15 w. 2 d.
" Winter "	" Tuesday, Jan. 5, 1869;	" April 23.	15 4
" Summ'r "	" Tuesday, May 4:	" July 2.	8 4

Number of weeks in the year, 40

NOTE.—Days of Vacation are those printed in the prominent figures.
Thanksgiving Vacation may come a week earlier or later.

Wm. C. Chaffield Esq
297 Chapel St
236221

ANNUAL REPORT

OF THE

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BOARD OF EDUCATION

OF THE

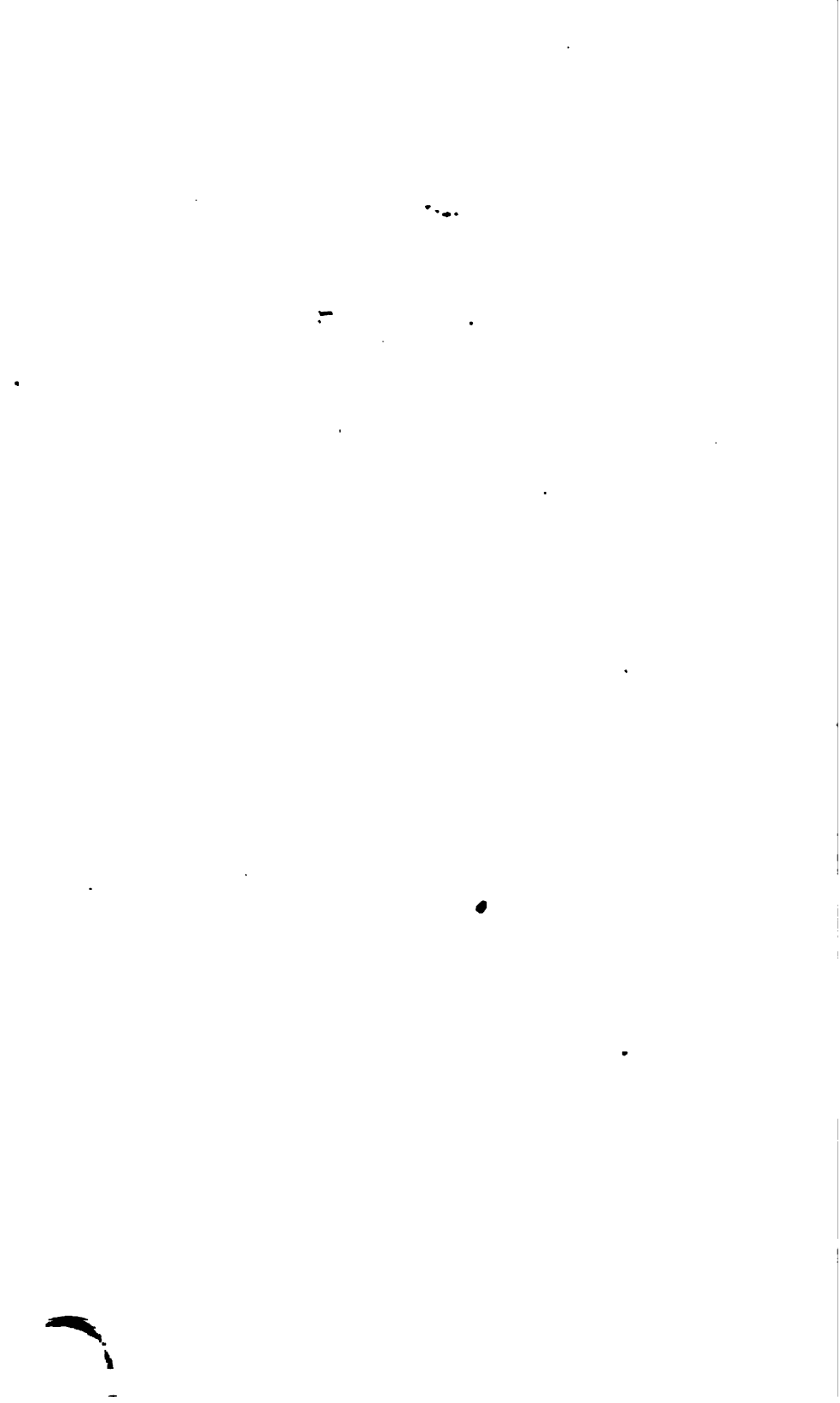
New Haven City School District,

FOR THE YEAR ENDING SEPTEMBER 1, 1869.

New Haven:

T. J. STAFFORD, PRINTER.

1869.



ANNUAL REPORT

OF THE

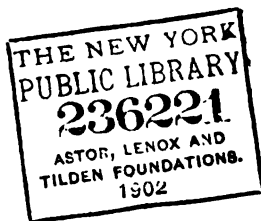
BOARD OF EDUCATION

OF THE

NEW HAVEN CITY SCHOOL DISTRICT,

For the Year Ending September 1, 1889.

N :
RINTER.



SCHOOL OFFICERS, 1868-69.

BOARD OF EDUCATION :

LUCIEN W. SPERRY, *PRESIDENT.*

	Term expires.
CHARLES ATWATER.....	1869
STEPHEN M. WIER.....	1869
WILLIAM B. PARDEE.....	1869
LUCIEN W. SPERRY.....	1870
JOHN E. EARLE.....	1870
THOMAS W. CAHILL.....	1870
HARMANUS M. WELCH.....	1871
MAIER ZUNDER.....	1871
SAMUEL E. MERWIN.....	1871

COMMITTEE ON FINANCE.

CHARLES ATWATER, HARMANUS M. WELCH,
 MAIER ZUNDER.

COMMITTEE ON SCHOOLS.

JOHN E. EARLE, LUCIEN W. SPERRY,
 SAMUEL E. MERWIN.

COMMITTEE ON SCHOOL BUILDINGS.

THOMAS W. CAHILL, STEPHEN M. WIER,
 WILLIAM B. PARDEE.

SUPERINTENDENT,
ARIEL PARISH.

SECRETARY,
HORACE DAY.

TREASURER,
HARMANUS M. WELCH.

COLLECTOR,
WALTER OSBORN.

AUDITORS.

JOHN W. MANSFIELD,

RICHARD F. LYON.

REPORT

OF THE

BOARD OF EDUCATION.

TO THE NEW HAVEN CITY SCHOOL DISTRICT :

In accordance with the laws of the State and the requirements of our local regulations, the Board of Education respectfully submit their Report for the year ending September 1, 1869, which, together with the detailed reports of the several Committees and the Superintendent, will, we trust, furnish a plain and complete statement of our situation as a District, and which embraces such hints and suggestions as those occupying the various positions have, from their experience and observation, thought worthy of consideration.

The last annual meeting of the District failed to elect a Clerk, and that place was filled by the Board by the election of Horace Day. Mr. Day was also elected Secretary of the Board, and, as such, entrusted with the direct superintendence and care of the property of the District and the general oversight of the janitors. It was also made his duty to furnish all necessary supplies for the use of the schools, and, in general, to devote his whole time to the interest of the District, wherever required; and these trusts have been discharged to our entire satisfaction.

The immediate care and superintendence of the schools has, for the last four years, been in the hands of Mr. Ariel Parish, who devotes his entire time in efforts to promote their interest. His duties are delicate, multiform and arduous, and he enters upon them with a cheerfulness and ability worthy of high commendation.

Since our last report, arrangements have been made for

establishing a special Commercial Class at the High School, where all the instruction needed to fit our young men for business can be given. This, together with the increased facilities afforded for fitting young ladies for teachers, is placing this school on an eminence it has never before occupied; and its influence for good under the superior management of its present corps of teachers will soon be felt throughout the entire community.

The new school building on Howard Avenue was completed in April last, and opened for school purposes at the commencement of the last term. It was immediately filled, and there were about one hundred applicants that could not be supplied with seats. Its Principal, Mr. George R. Burton, has had a successful experience elsewhere, and has already taken a prominent and highly satisfactory position here. A new room has also been opened in Newhallville, and other temporary arrangements made to accommodate applicants; so that we can almost say that there is a new era in our history, and that the supply of large school houses nearly equals the demand. But more small, or primary buildings, are now needed in different parts of the District, while the number of graduates from the six Grammar schools will soon be far greater than can be accommodated in the present High School building, and the District will, without doubt, soon be called upon to make an appropriation for such accommodations as shall be equal to those already furnished by so many other cities no larger than New Haven.

The new school laws relating to truants and against the employment of any child under fourteen years of age, unless such child shall attend school three months during the year, will be likely to increase attendance at school, and may call for accommodations which we have not anticipated.

The training school, which was established some two years since, has been of great advantage to the District, and has proved to be entirely satisfactory to the Board; another has just been commenced with equal promise of success, and we are thus enabled to employ the daughters of our own citizens, as teachers, with the greatest advantage.

Drawing and Vocal Music are now well established as

departments of instruction, and they are received with the most decided evidence of popular favor.

Upon the petition and urgent solicitation of a large number of our leading citizens, the Board established an evening school, which was commenced in December and closed about the 1st of June. Great credit is due to Professor Bail for the free course of drawing lessons which was given by him to a large class in this school, and for the interest which he manifested in the success of the enterprise.

In conclusion we beg leave to say that it is with no ordinary gratification that we call attention to the very harmonious state of feeling and action among the teachers, and the cordial coöperation between them and the Board, and its officers; and we congratulate ourselves and the District upon the present condition of our schools, the high standard of attainment they have already reached, the improvement which has taken place in their government, the greater regularity in attendance, and the degree of efficiency with which the whole system is now generally administered. It gives us the more pleasure to refer to these facts, because they indicate that our people are from year to year taking deeper and deeper interest in the education of their children, and that on the part of the children themselves there is a growing interest in the exercises of the school room.

For detailed information and further particulars, relating to the present condition of our schools, school buildings, and the details of expenditures, reference is made to the annexed reports of the Superintendent, Building and Finance Committees.

The committees of the Board, as constituted at the close of the year, were as follows:

On Schools.—JOHN E. EARLE, LUCIEN W. SPERRY, S. E. MERWIN, JR.

On School Buildings.—THOMAS W. CAHILL, WILLIAM B. PARDEE, STEPHEN M. WIER.

On Finance.—CHARLES ATWATER, H. M. WELCH, MAIER ZUNDER.

In behalf of the Board,

LUCIEN W. SPERRY.

P. S.—After the completion of this report, and on the last day of our financial year, occurred the death of Colonel Thomas W. Cahill, one of our most able, active and earnest members.

The Board was immediately convened, and the following resolutions were unanimously passed as a tribute to his memory :

Resolved, That in the death of Col. Thomas W. Cahill, we mourn the loss of a friend and colleague, whose public spirit, strict integrity, business ability and strong good sense, commanded our admiration and respect. In his decease, this Board has lost a valuable member and the School District a most excellent officer.

Resolved, That this Board will attend his funeral in a body.

Resolved, That a copy of these Resolutions, signed by the President and Secretary, be presented to his surviving family and entered on the minutes of the Board.

REPORT

OF THE

COMMITTEE ON SCHOOL BUILDINGS.

IN consequence of the lamented death of Col. Cahill, Chairman of the Committee on School Buildings, his associates offer the following brief Report :

The erection of the Howard Avenue School Building has been the largest extraordinary expense the District has incurred the present year. Within the last eighteen months, two school houses of the largest class, the Skinner and Howard Avenue, have been completed, at an aggregate cost, including furniture and fixtures, of nearly one hundred thousand dollars. Yet the necessity for other school houses, especially for young children, is already indicated, to meet the rapidly growing wants of our rapidly growing City. Applicants for seats in every one of our large school buildings, including those recently erected, were necessarily refused the past year for want of room.

The other expenditures of the year, beyond ordinary repairs, some of which have been heavy, are, heating the office of the Board by steam, York street sewer, pavement in Goffe street, the construction of a library room for the High School, the introduction of new desks on the lower floor of the same school, drop seats in upper rooms to give simultaneous musical instructions in two rooms, the substitution of glass sliding doors for a partition in the Eaton School, the expenses incident to the establishment of the Evening School and the removal to the basement of dressing rooms in those primary rooms which were found to be improperly ventilated.

Our school houses and school lots have cost the District over a quarter million of dollars : their present value must be nearly double

this sum. Although other cities have erected school houses, especially in their wealthier neighborhoods, of much greater cost and show, it is doubtful whether any community possess buildings of more uniform excellence for the purpose for which they were designed, or which are kept in a condition of greater neatness, comfort and repair than our own.

STEPHEN M. WIER, } *Com. on*
WM. B. PARDEE, } *School Buildings*

Report of the Finance Committee.

The Finance Committee of the Board of Education respectfully submit the following Report, including those of the Treasurer and Secretary :

TREASURER'S REPORT.

Balance from last year's account,	\$51,595.84
Order on State Treasurer for maps, &c.,	300.00
L. A. Thomas, for sale of books, &c.,	18.48
From the Town of New Haven,	13,411.09
Income from Town Deposit Fund,	1,456.49
From State School Fund,	9,750.00
Rebate of Interest, Savings Bank,	21.38
City Sinking Fund, Exchange new note for old notes,	16,061.89
Sundry Loans,	17,745.94
Loans Connecticut Savings Bank,	17,000.00
Horace Day, sundry collections,	369.89
Walter Osborn, Collector of Taxes, from Oct. 8th, 1868, to August 30th, 1869,	79,000.00
Total,	\$206,731.00
School District orders paid,	186,612.41
Balance to new account,	20,118.59
	206,731.00

H. M. WELCH, *Treasurer.*

NEW HAVEN, Sept. 7, 1869.

NEW HAVEN, Sept. 7, 1869.

The undersigned have examined the accounts and vouchers of H. M. WELCH, Treasurer of New Haven City School District for the past year, and find the same correct, and there is now a balance of twenty thousand one hundred and eighteen ~~11~~ dollars in his hands.

Signed, JOHN W. MANSFIELD, } *Auditors.*
RICHARD F. LYON, }

SECRETARY'S REPORT.

The expenditures for the year ending September 1, 1869, are as follows :

ORDINARY EXPENSES.

<i>Salaries.</i> —	Officers,	\$ 3,911.13	
	Teachers,	72,954.75	
	Janitors,	5,250.31	\$82,116.19
<i>Printing and Stationery.</i> —	Annual Rep't.	184.25	
	Advertising,	77.75	
	Blanks, Cards and Registers,	805.35	
	Stationery,	1,052.07	
	Books,	401.49	
	Drawing Charts,	168.20	
	Maps,	96.00	
	High School Library,	357.92	8,143.03
<i>Interest.</i>	. . . .		5,424.51
<i>Insurance.</i> —	Skinner and Howard Ave.		
	Schools		624.37
<i>Rent of School Rooms.</i> —	Hamilton,	1,000.00	
	South Street,	600.00	
	Division Street	289.38	
	Broad Street,	91.00	1,980.38
<i>Contingencies.</i> —	Expenses of Annual		
	Meeting,	96.60	
	Enumerating Children,	242 66	
	Making Rate Book,	438.00	
	Office Expenses,	13.20	
	Cleaning School Building,	343.00	
	Auditors,	10.00	
	Gas,	79.57	
	Freight,	16.20	
	Brooms, Brushes, Dusters,		
	Black-boards, Rubbers, &c.,	355.59	

Fuel,	\$ 2,881.60	
Travel,	43.71	
Postage,	11.15	
Repairs of chairs, clocks, musical instruments &c.	52.85	\$4,584.13

REPAIRS AND ALTERATIONS.*

High School,	1,170.79	
Eaton School,	616.20	
Webster School,	625.18	
Dwight School,	392.27	
Wooster School,	425.21	
Skinner School,	288.29	
Washington School,	229.22	
Hamilton School,	121.24	
Dixwell School,	45.32	
South Street School,	139.44	
Goffe Street School,	24.36	
Fair Street School,	38.56	
Whiting Street School,	29.97	
Elm Street School,	5.78	
Division Street School,	38.72	
Carlisle Street School,	25.03	
Broad Street School,	43.21	
Mt. Pleasant School,	34.59	
City Point School,	27.67	
Evening School,	52.94	
Office,	2.40	\$4,376.39
Total of ordinary expenses,		\$102,249.00

EXTRAORDINARY EXPENSES.

Howard Avenue School.

Balance of Contract and Extras,	\$30,014.77
Plumbing,	232.75
Lightning Rods,	100.00
Furnaces,	1,068.00

*\$1,678.66 of this expenditure was incurred last year—\$812.54 being for High School repairs.

Iron Fence,	348.00	
Suprintending,	200.00	
Chairs, :	1,069.00	
Desks and Settees,	1,162.99	
Clocks,	47.50	\$34,243.01
<i>Skinner School</i> —Plumbing, Hose and		
Street Washer,		82.07
<i>Evening School</i> —Gas Fixtures,		57.79
<i>High School</i> —Desks,	288.45	
Chairs,	80.75	
Piano,	330.00	699.20
<i>Office</i> —Steam heater, <i>pro rata share</i> ,		371.82
<i>Dixwell</i> —Pavement on Goffe street,		160.37
<i>Webster</i> —York street sewer,		283.40
Extraordinary expenses, except loans paid,		\$35,897.66
<i>Loans Paid</i> ,		48,465.75
Total,		\$84,363.41
Amount of ordinary expenses,		\$102,249.00
“ Extraordinary “		84,363.41
Total expenses,		\$186,612.41
Ordinary expenses for year ending Sept. 1, 1869,	102,249.00	
“ “ “ “ 1, 1868,	83,834.82	
Excess over 1868,		18,414.18
Extraordinary expenses for year ending Sept. 1, 1869,	84,363.41	
“ “ “ “ “ 1, 1868,	\$63,616.64	
Excess over 1868,		20,746.77
Permanent debt Sept. 1, 1869,	62,744.45	
“ “ “ 1, 1868,	60,894.00	
Increase,		\$1,850.45

HORACE DAY, *Secretary.*

NEW HAVEN, Sept. 7, 1869.

The undersigned have examined the bills, accounts and vouchers of HORACE DAY, Secretary of the Board of Education of New Haven City School District, for the past year, and find the same correct.

Signed,

JOHN W. MANSFIELD, }
RICHARD F. LYON. } *Auditors.*

The probable expenses of the School District for the year commencing Sept. 1, 1869, as estimated by the Committee on Finance are as follows, viz.:

Salaries of Officers,	\$4,000
" " Teachers,	85,000
" " Janitors,	5,750
Interest account,	4,000
Books, stationery, printing, &c.,	3,000
Brushes, brooms, rubbers, dusters, mats, &c.,	500
Rent of School House,	2,025
Enumerating children,	300
Fuel,	4,500
Repairs,	2,500
Furniture,	1,000
Contingencies,	2,000
	<hr/>
	\$114,575

The following Real Estate owned by the District, is estimated at the original cost of construction:

Webster School Lot and Building,	\$23,000
Eaton School Lot and Building,	32,000
Hillhouse School Lot and Building,	13,700
Dwight School Lot and Building,	27,000
Dixwell School Lot and Building,	8,000
Washington School Lot and Building,	7,000
Mount Pleasant School Lot and Building,	2,400

Whiting Street School Lot and Building, . . .	2,000
Goffe Street School Lot and Building, . . .	800
City Point School Lot and Building, . . .	800
Wooster School Lot and Building, . . .	25,000
Fair Street School Lot and Building, . . .	12,000
Skinner School Lot and Building, . . .	44,000
Howard Avenue School Lot, Building and Furniture, . . .	48,200
	<hr/>
	\$245,900

If no new buildings are erected the ensuing year, a considerable portion of the indebtedness of the District, including \$16,061.89, with interest from April 1st, 1869, due the City Sinking Fund, and which must be paid on or before January 1st, 1870, can be discharged without increased taxation.

CHAS. ATWATER, *Chairman.*

NEW HAVEN, Sept. 7, 1869.

REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

TO THE BOARD OF EDUCATION OF THE NEW HAVEN CITY
SCHOOL DISTRICT :

Gentlemen.:—The results of another year's experience exhibit a continuance of the rapid growth and improvement of our public schools, and an increased appreciation of their value by the people. It affords me pleasure to say, with confidence, that their present condition is highly prosperous, and the evidence of steady progress to a higher degree of excellence and usefulness is manifest. The unanimity of action among the teachers and their earnest coöperation with the Board and its officers, in all plans proposed for strengthening the efficiency of the schools, are gratifying and worthy of commendation. The mutual understanding between teachers and parents, gradually, but very obviously increasing, is beginning to secure a mutual confidence and cordiality of feeling that cannot fail to produce valuable results both in school government and instruction. A satisfactory improvement in regularity of attendance has been secured; but the prevalence of epidemic diseases has seriously affected the schools in some parts of the district. An unusual number of deaths has occurred among the pupils; but the labors of the teachers have rarely been less interrupted by sickness.

The following table of statistics, together with others in the appendix of this report, will show the gains made during the year, so far as it can be done by numerical representation.

SUMMARY OF STATISTICS FOR 1868-69.

The estimated population of the New Haven City School District, is about	50,000
The number of persons between the ages of 4 and 16 years, enumerated in January, 1869, was	9,750
Increase over 1868,	215
The number of school houses occupied during a part, or whole of the year,	20
Owned by the district,	15
Whole number of rooms under the charge of one teacher during the last term of the year,	117
Increase,	8
Whole number of sittings,	6,069
Increase,	476

TEACHERS.

Whole number of male teachers now employed in the day schools, including teachers in Music and Drawing, one each,	12
Increase,	2
Number employed in the evening school,	3
Total male teachers,	15
Whole number of female teachers,	122
Increase,	8
Whole number of teachers employed in the day schools,	134
Increase in the day schools,	10
Whole number of teachers in the day and evening schools,	137

NUMBER OF PUPILS AND ATTENDANCE.

Number of scholars registered (admitted) during the year,	6,767
Increase,	452

Average number registered (belonging) during the year,	5,664
Increase,	202
Average daily attendance, after deducting absences,	5,337
Increase,	242
Per cent. attendance of all the schools,	94.2
Increase, . . . . .	.9
The ratio of the average number registered, (belonging,) to the number enumerated, (between 4 and 16 years), . . . . .	.581
Increase, . . . . .	.008
Whole number of absences during the year,	117,390
Decrease,	7,894
Average number of pupils absent daily,	293
Decrease,	20
Per cent. of absences to the average number registered,	9.5
Decrease,	2.2
Whole number of tardinesses during the year,	9,104
Increase,	915
Per cent. of tardinesses to average registered number,	1.6
Increase, . . . . .	.1
Number of truants in all the schools,	369
Decrease,	8
Number of cases of truancy,	676
Decrease,	63
Number of suspensions,	265
Decrease,	28
Number of half days perfect attendance, Boys,	15,063
" " " " " Girls,	12,625
Increase over 1868, Boys,	4,541
" " " Girls,	3,564
Number half days, all present,	6,331
Increase,	2,179

Average number of pupils to a teacher, on the average number registered :

High, 25.8	Washington, 44.	Division St., 40.
Eaton, 44.7	Hamilton, 48.4	Elm St., 53.
Webster, 45.	Dixwell, 47.6	City Point, 26.7
Dwight, 47.5	South St., 48.4	Whiting St. 43.
Wooster, 42.4	Fair St., 34.	Broad St., 35.
Skinner, 43.7	Goffe St., 28.	Carlisle St., 31.
How'd av. 45.6	Mt. Pleasant, 48.6	

Average number of pupils to a teacher in all the schools on the average number registered, . . . 41

The valuation of Real Estate belonging to the city in 1868, was	\$23,336,269
The valuation of Personal Property,	14,541,110
Total valuation,	<u>\$37,877,379</u>

A three mill tax was laid on the foregoing amount for the school expenses of the past year.

The expenditures for schools during the year ending Sept. 1, 1869, were :

For Teachers salaries,	\$72,954.75
For all other current expenses, estimated average,	23,000.00

Total expenses for school purposes, for 1868-9, \$95,954.75

The cost per scholar, based on the average number registered, for tuition alone, \$12.88

The cost per scholar for incidental expenses, 4.06

The cost per scholar for all current expenses, . . . \$16.94

The foregoing results have been gathered with considerable care, and are presented in detail, as the best mode of enabling those interested in the progress of our public schools to understand the nature, extent, and general plan of the system, as a basis on which the whole work of instruction rests. I adopt this also as a convenient way of answering the numerous inquiries made by school officers and teachers, who desire a

statement that will enable them to compare our own operations with the working of school systems elsewhere.

The amount of taxation necessary for the support of the schools; the number of school houses and their appurtenances necessary; the number of teachers to be employed, together with many minor items to be taken into account, all depend upon the number of pupils for whom provision is to be made. Not only the actual number of children in attendance should be regarded, in preliminary estimates, but the probable increase is to be ascertained by a comparison of the number registered with the number of persons returned in the census. From the weekly, or monthly reports of teachers, many irregularities, such as absences, tardinesses, truancies, &c., are revealed, which often render futile the best efforts of teachers to secure thorough instruction in their classes.

These statistics, likewise, afford the means for a comparison of one school with another, by which the efficiency or incompetency of the teacher may be detected; or where neglect is charged, causes beyond control may be brought to light, fully exculpating the teacher.

Regularity of attendance is the first element of success in school administration. Without the presence of pupils, the most abundant school accommodations and the most competent teachers will be useless. If half the number of pupils of a school are habitually absent, more than half the privileges the school is capable of furnishing are sacrificed; more than half the money appropriated for the support of the school is expended in vain; less than half the talents of the teacher are made available, while the legitimate labor of the office is greatly increased. Irreparable injustice is done to those pupils who are constant in their attendance; the competency of the teacher is liable to be questioned because of the fruitless results of the school, and the whole community is injured by a prevailing sentiment that education is of little worth, if its value is to be estimated by what such a school accomplishes.

If there are those who think too much stress is laid upon this subject, it is certain they cannot belong to the class of intelligent teachers and educators whose experience has enabled them to reach a just conclusion. Business men do not think

it immaterial whether their apprentices, clerks, and laborers are punctually at their employment, daily, making full time.

How long would their patience endure frequent absences from work, without previous notice, for trifling reason, or no excuse at all for the absence? Is it objected that "the time of the child is less valuable than that of the laboring man?" Not so. We may reason that the fruit is of more value than the bud; but how can we have the former without the latter? If we dwarf the bud, will not the fruit be surely stunted? We educate the child that he may become more of a man. Not only do we entail ignorance upon him, with all its concomitant evils, by withholding from him instruction at the golden moment when it is within his reach, but in forming the habit of irregularity, we allow him, rather educate him, to form an evil habit which will become incorporated into his nature, ever to detract from his usefulness and enjoyment as a man. "Education is an inheritance due from the present generation to posterity," was the wise apothegm of the wealthy and benevolent Peabody; and every child allowed to waste his time and grow up in ignorance will be deprived of his patrimony, for which he will have good cause to charge injustice upon those who caused, or even suffered him to fail of what was justly due him.

My conclusion, therefore, is that there is little danger of pressing the habit of punctuality and regular attendance to excess, until the number of our pupils, considerably less than ten out of every hundred, shall be found absent every day from the schools. The Board have wisely determined and declared in their rules for the guidance of teachers, "that no excuse for absence or tardiness shall be accepted, unless it allege sickness, or some equally imperative necessity." But even this rule is quite too liberal, if teachers must in all cases accept excuses alleging sickness, when pupils are known positively to have been at play on the streets, or engaged in employments that should be required of none but persons enjoying robust health.

Among the occasions of absence which many people, well disposed towards the schools, regard as entirely admissible, is that of withdrawing their children to make a visit out of the city, often continuing through several weeks. The vacant seat

is filled, the pupil falls behind the class, but returns with the full expectation of taking the same seat and position as before, and parents often deem the objections to their doing so very unreasonable. Now as the school regulations allow twelve weeks' vacation, during the year, and forty Saturdays in addition, it would not seem unreasonable to suppose that visits might conveniently be planned to occur outside of term time.

Some of our teachers have been quite successful in keeping a very full attendance, as will appear by reference to the tables of "perfect half days attendance," in the appendix. It is worthy of notice that, in general, those rooms having the largest number of half days when all were present, report by far the smallest number of corporal punishments. Not that the large attendance is due to absence of punishments alone; evidently it has an influence which deserves attention. The teacher who carries a cheerful spirit into the duties of the school and diffuses the same, like sunshine, over the room; who can stimulate the children by pleasant, encouraging words and agreeable address, to enter with an earnest interest into all her plans, will be more likely to see all the pupils present, than the teacher who acts on the principle that unquestioning obedience to an imperious command is the duty of every pupil. Children need encouragement to the performance of duty, much more than the force of authority.

Circumstances however beyond the control of teachers often prevent perfect attendance. Sickness is a most common cause of failure, which of course is unavoidable. A single pupil detained by sickness often prevents perfect attendance through a whole week; and a succession of pupils sick, may thwart all effort to secure perfect attendance through a large portion of the term. The habits of children in different neighborhoods vary, and sometimes the lack of proper home training renders the task of the teacher to secure regular attendance very difficult. The credit of success will vary, therefore, in proportion to the difficulties under which it has been secured. But no one is to be condemned for failure when all reasonable effort has been made. The teacher, the pupil and the parent, are the three important elements to be brought into harmonious action; and it is the province of the teacher to exercise a con-

trolling influence over the others; by showing the advantages they may receive from the schools and the importance of mutual effort to secure the best results. I am aware that this will require labor on the part of the teacher, at the home of the pupil, as well as in the school room; but ample reward will result from efforts judiciously made. Some of the most satisfactory work done during the past year, has been outside of the school room. Parents, ignorant of our school system, conceiving themselves wiser than the teachers, accepting every idle rumor as truth, believing their children were abused, and upholding them in opposition to the teacher, after an hour of pleasant conversation with the teacher, receive new ideas of the school, its rules and the necessity of obedience to all requirements, are made to feel that they have duties to perform in coöperation with the teacher for the good of the children, become radically changed in their views and action, and henceforth are found staunch supporters of the school in all its interests. Immediately, the children, finding that a mutual understanding exists between their parents and teachers, abandon their practice of double dealing and disobedience. If only occasional success attends the effort, it is worthy of a trial; for every parent thus enlightened becomes a better citizen, the child a better pupil, the labor of the teacher is relieved and services are better appreciated.

SCHOOL MEMBERSHIP.

Entire uniformity is quite essential in the application of the rules defining membership of pupils. Until within the last two years great difficulty has been experienced in so giving directions as to secure uniform results. The following is the rule adopted by the Board in relation to absences and suspensions for cases of absence and tardiness:

"9. Teachers shall investigate all cases of absence or tardiness, and shall require an excuse from the parent or guardian, in writing or in person. In case of ten instances of unexcused absence or tardiness, or both, in any one term, the delinquent pupil may be suspended; which suspension must in all cases be the act of the Principal. No excuse for absence or tardiness shall be accepted, unless it allege sickness, or some equally

imperative necessity. Teachers shall cease to count the absences of pupils arising from sickness after ten successive half days; but the pupils may return, on recovery, without a ticket, and shall be entitled to the same seat. In the meantime, the teacher may fill the seat temporarily, at discretion."

The clause which modifies the original rules, declares that "teachers shall cease to count the absences of pupils *after ten successive* half days." All absences, during those five days, *must* be counted on the school record; and no record of the pupil's attendance *after that time* is to be made until his return to school. The pupil is in fact suspended, but in such a manner that a recovery of membership is easy. The limitation of time clearly defines the number of absences to be counted, and removes all difficulty of securing the uniformity desired.

Whenever a teacher has satisfactory evidence that a pupil is withdrawn from school, without the intention of returning, the name of such pupil should be immediately stricken from the register; but, any absences recorded against the name of the pupil, before the teacher receives evidence of withdrawal, must be allowed to remain, and must be regarded the same as any other absences.

Every pupil should be treated as absent whose attendance shall not continue for, at least, one half the regular school session of the half day.

The foregoing are substantially the Chicago school rules, prepared by the former efficient Superintendent of Schools in that city, WILLIAM H. WELLS, Esq., and adopted by a large portion of the principal cities in the western States. For the sake of obtaining returns of attendance by which statistics may be compared, on some reliable basis, it would be well if the same could be generally adopted by school authorities.

Should any consider it objectionable that a pupil temporarily absent, on account of sickness, should be regarded as no longer a member of the school, and that the number of absences counted against the school is smaller than is actually due to it, it may be said, on the other hand, that, very often, a supposed temporary absence becomes a protracted one, and the pupil does not return during the term. Thus the absences of many weeks, while the pupil was not in fact a member,

must be counted against the school. There is no possibility of adjusting the record when reports of attendance are returned to the school authorities weekly, or monthly. Besides, uniform results are secured by our rule which would be impossible in the old way.

SUB-DISTRICTS AND SCHOOL ACCOMMODATIONS.

The New Haven City School District is coextensive with the limits of the city, with a slight exception on the north-western boundary. The power of the Board of Education extends equally to every part, and it is the design of the Board to promote equally the interests of the various portions of the whole district. In order to secure a proper apportionment of the pupils to the several schools, it has been found necessary to create sub-districts, each to comprise a school, or groups of schools, conveniently accessible by the children of the vicinity. All children are required to attend a school within the district of which they are residents. Heretofore, exceptions have sometimes been made, when a school to which a child belonged was full and a vacant seat could be obtained in a school of the adjoining district. But with the liberal provision of school accommodations now made, few children, it is believed, will fail to find seats in the schools of their own district.

Another limitation of attendance within the sub-district is sometimes found necessary. In order to give the older and more advanced pupils an opportunity to attend the Dwight School, for example, all the younger children on and north of Whalley Avenue are required to attend the schools in their immediate neighborhood, the Dixwell, Goffe, Division Street, and Elm Street, until they are sufficiently advanced in their studies to be promoted to the Dwight, with the first class from the Dixwell School. This arrangement prevents the overcrowding of the Dwight School, by young pupils, to the exclusion of older ones, and equalizes the attendance in all the smaller schools.

A similar arrangement will be necessary in the Washington district, requiring the younger children north of Columbus street, to go to the Washington School, until sufficiently advanced to be promoted, with the first class, to the Howard Avenue School.

The number of children belonging to each sub-district, as enumerated in January last, is presented below with the number of sittings now provided for them.

	No. Enumerated.	No. Seats.	No. Houses.	No. Rooms.
Webster District,	- 1,875	982	3	19
Eaton District,	- 1,033	820	2	14
Wooster District,	- 1,707	1,294	3	25
Dwight District,	- 1,966	1,273	6	25
Skinner District,	- 1,345	600	1	12
Washington District,	1,824	1,100	5*	22
Totals,	- 9,750	6,069	20	117

SCHOOL HOUSES.

As a record of the school buildings, belonging to and occupied by the City School District, may be found convenient for future reference, the following brief description of them is here given.

	Location.	When Built or Remodel'd	Ma- terial.	Height.	No. r'ms	No. s'ts.	Owned or Rented.
<i>Webster Sub. Dist.</i>							
Webster School,	Cor. George & York sts.	1858 Rem.	Brick	2 stories	12	600	Owned.
Whiting st. "	On Whiting st.		Brick	1 story	1	70	Owned.
South st. "	On South st.	1864	Brick	2 stories	6	308	Rented.
<i>Eaton Sub. Dist.</i>							
Eaton School,	On Jefferson st.	1855	Brick	2 "	12	600	Owned.
High "	Cor. Orange & Wall sts.	1827 R. 1856	Brick	2 "	2	209	Owned.
<i>Wooster Sub. Dist.</i>							
Wooster School,	Cor. Wooster & Wallace st	1862	Brick	2 "	12	600	Owned.
Fair st. "	18 Fair st.	1866	Brick	2 "	4	200	Owned.
Hamilton "	Bet. Hamilton & Wallace.		Brick	2 "	5		Rented.
" "	" " "		Wood	2 "	4	496	Rented.
<i>Dwight Sub. Dist.</i>							
Dwight School,	Cor. Martin & Gill sts.	1864	Brick	2 "	12	600	Owned.
Dixwell "	On Dixwell st.	Enl'ged 1856	Wood	2 "	6	300	Owned.
Goffe st. "	On Goffe st.	1866	Brick	2 "	2	104	Rent Free.
" "	" " "		Wood	1 "	1	66	Owned.
Division st. "	On Division st.	1861	Wood	2 "	2	92	Rented.
Elm st. "	On Elm st.	Estab'd 1863	Brick		2	108	Rent Free.
<i>Skinner Sub. Dist.</i>							
Skinner School,	Cor. State & Summer sts.	1868	Brick	2 "	12	600	Owned.
<i>Washington Sub. D.</i>							
Washington School	Cor. Cedar & Washington	Enl'ged 1856	Wood	2 "	8	400	Owned.
Howard Av. "	Cor. Howard Av. & Putnam	1869	Brick	2 "	12	600	Owned.
Mt. Pleasant "	Cor. Liberty & Putnam.		Wood	1 story	8	150	Unocc'd, Own'd
City Point "	On Howard Av.	1858	Wood	1 "	1	84	Owned.
Carlisle st. "	On Carlisle st.		Wood	1 "	1	50	Own'd cond'ly

* Mt. Pleasant, vacated at the opening of the Howard Avenue School.

GROWTH OF THE SCHOOL SYSTEM.

Few of our citizens are aware, probably, how rapidly the present school system in New Haven has grown up and what dimensions it has attained, in comparison with what it was twenty years ago. The preceding table and a few notes here presented will give some idea of the changes.

The proposition to establish a system of Graded Schools was first made in 1852. The Webster School, previously known as the George Street School, of which the octagon part was the original structure, to which a wing was afterwards added, and finally the main edifice, went into operation as the pioneer of what are now known as Grammar Schools, August 29th, 1853. Just sixteen years have therefore elapsed since the first school of the new system was inaugurated. Five other large school houses of similar character and design have been opened, in the following order, viz.: Eaton, 1855; Wooster, 1862; Dwight, 1864; Skinner, 1868; Howard Avenue, 1869. Each building accommodates six hundred pupils, making an aggregate of three thousand six hundred.

The Washington School has been enlarged from three rooms to eight; the Dixwell has doubled its number; the Fair Street and other smaller schools have been provided, as indicated in the table, to meet the increasing wants of the district. Thus it appears that about five-sixths of all the sittings in the public schools, at the present time, have been supplied during the period since 1853. Previous to that time the Lancasterian, now High School, the Octagon (George Street School,) and Whiting Street, were the three representative buildings of the public schools, in New Haven. The Whiting Street edifice was evidently famous in its early days, receiving the high compliment, from the Hon. HENRY BARNARD, of an elaborate description, accompanied by a handsome wood cut, in his "Common School Journal," as a model of school architecture for the State.

The increase of teachers is also worthy of note. In 1853, previous to the opening of the Webster School, the number

within our present school limits was twenty-six. To-day, we number in our day schools, one hundred and thirty-four.

The number of children enumerated, between the ages of 4 and 16, in 1853, 5,409. The number registered during the same year was 1,745; average attendance 1,174. Thus it appears, that the number of children, by enumeration, has not quite doubled, while the average attendance is about five times greater. The ratio of the number attending school to the number enumerated was, at that time, twenty-two in every hundred; now, it is fifty-eight to a hundred.

The population of New Haven, which probably included Fair Haven and Westville, according to the census of 1850, was 20,345. Valuation of property in 1852, \$16,067,062.

Until within a few years, pupils were required to pay for tuition; and, although the charge was small, it undoubtedly kept many children of poor families from the privileges of school instruction.

• THE TRAINING SCHOOLS.

An experience of nearly three years has shown, very conclusively, the value of some preparation by actual practice for the responsible duties of the teacher. I am glad to feel assured that the Board fully appreciate the effort made in the Fair Street School, to qualify young teachers for their work; and have shown their confidence in the importance of its results, by changing the Washington School into an institution of a similar character. Hitherto, it has been our aim to render the few placed under instruction, in this school, thoroughly qualified for positions, instead of attempting to send out large numbers. During the period since the school was established, *fourteen* young ladies have received permanent appointments as teachers, and all except Miss Anderson, who died a year ago, now retain their positions.

We do not expect to make equally competent teachers of all who are taken through the course of training; we only propose to place methods, resources obtained by the experience of others, and daily practice, immediately within the reach of the inexperienced. Here, as elsewhere, success will depend, in no

small degree, on the capability and effort of the individual. Thus far we have had no failure; on the contrary, some have shown such an aptitude for teaching, such tact, skill and good judgment in governing, as to give strong assurance of distinguished success in the future.

The limited number of rooms in the Fair Street School has, heretofore, prevented us from giving employment to such a number of pupil teachers as has been desirable. The change in the character of the Washington School, consequent upon the opening of the new school on Howard Avenue, in May last, suggested the expediency of making it a training school. The Board acted promptly upon the suggestion, and appointed Mr. SAMUEL C. JOHNSON, who has had charge of the school since 1864, to be the master under the new organization; and he has entered zealously into a preparation for his work, by visiting Normal and Training Schools, elsewhere, and gathering information from all sources pertaining to the object.

Hereafter, we shall have at least twelve young ladies in a course of preparation for teaching; which will give ample opportunity to make selections for filling vacancies, as they may occur, from individuals whose qualifications will have been tested in the actual work of the school room, under the supervision both of those who prepare them for teaching and those who make the appointments. There is reason to hope that the corps of teachers throughout the city will become steadily strengthened, by a familiar knowledge of the duties of the teacher, on the part of those just entering upon the work.

To those who propose to apply for positions in the training, or other departments of our schools, a word of suggestion may be appropriately added, to indicate some of the requisites of those to whom we entrust the care and instruction of the children.

1. Vigorous health is essential. The school room is not a desirable place for the invalid—pupil or teacher. Good digestion, steady nerves and the cheerful spirit which grows spontaneously out of a good physical condition, with acute vision and hearing, are among the prime requisites for the government of a school.

2. A thorough devotion to the work, which will impel the teacher to ask what more can I do, rather than how little effort will answer, to secure complete success in every duty. Whoever teaches by necessity or constraint, must yield a cheerful submission to that necessity, and work as if by choice, or the service of that teacher will be, at least, half shorn of its usefulness, and total failure is imminent.

3. A familiar and accurate knowledge of all that the pupils need to be taught, especially of elementary principles. An acquaintance with the higher departments of education increases the usefulness of the teacher, only as it enables one to present more clearly to the comprehension of the child what he needs to learn.

4. No one can fail to retrograde as a teacher, who leaves out of the daily programme the idea of *self-improvement*. A firm resolution to do better service in the school to-day than yesterday, implies, in addition to a thorough preparation of the lessons of the day, a systematic course of reading of educational publications and standard works, by which a familiar acquaintance with systems and methods of instruction elsewhere may be secured and made serviceable. It implies a fixed determination to teach by example, in word and action, what every pupil should be and do.

5. The devoted teacher should carry in the breast an abiding sense of the exalted character of the vocation, which as much excels all others in importance and responsibility, as the molding of the pliant faculties of the child into a more perfect spiritual image of its creator, excels the work of the artist who carves the marble into a resemblance of the perishable form of the outward man.

CORPORAL PUNISHMENT.

The marked proficiency in the government of the schools has been as gratifying as the progress in any department of instruction. A simple statement of the fact, that during the past year the amount of corporal punishment, in all the schools has been *thirty per cent.* less than it was the year previous, as shown by the records, will satisfy the Board and the people,

I trust, that our teachers are making all reasonable efforts to abstain from violent modes of government. The reduction, during the past two years, has been forty-six per cent. below the amount shown by the record of 1866-7. But abstinence from the infliction of corporal punishment is not all, nor the best part of what has been accomplished. Many teachers are studying methods of controlling the current of thought and desire in their pupils; they seek to create *motives* which will lead, rather than drive the child to the performance of duty. In eight rooms, in the city, no corporal punishment has been employed during the year; in three rooms, but one; in three, but two; in eight but three cases of corporal punishment have been inflicted during the same period. In these twenty-two rooms are found about one fifth part of all the pupils of the district, in daily attendance; while in them only one fiftieth part of the punishments in all the schools have taken place.

Nowhere has a greater amount of cheerfulness and mutual kind regard between pupils and teacher been evident; in no rooms have pupils shown greater zeal in the performance of their duties, more satisfactory progress in their studies, or more prompt and regular attendance, than where the least amount of corporal punishment has occurred. In no instance has the efficiency of government appeared to suffer.

These statements are presented as evidence that the teachers are not unmindful of the expressed desire of the Board, that the use of corporal punishment may be reduced to the smallest amount practicable; and especially, that all appearance of unreasonable severity should be avoided. It is to be hoped that the number of teachers who can govern their rooms without a resort to the rod, will be largely increased during the coming year. At the same time, it is but justice to say, that no teacher should be censured for corporal punishments, until the facts of the case are fully ascertained by careful investigation. Nothing so quickly and thoroughly arouses angry feelings and deep seated prejudice of parents against the teacher, as undue severity in the punishment of a child. Utter and instant condemnation of the teacher is common, upon the simple testimony and appearance of the child: Little heed is given to the tendency to exaggeration and untruthfulness, on the part

of a child suffering the penalty for wrong doing. A dispassionate conversation with the teacher and a careful inquiry in relation to the facts, in nine cases out of ten, would allay excited feelings, would reveal the true desert of the child, and prove that teachers more generally desire to act in concert with parents for the good of their pupils, than many are willing to admit.

Two instances have occurred in our schools, within the past six months, which will illustrate the importance of a mutual understanding between parents and teachers, and forbearance on the part of the former to condemn, until thorough investigation has been made. The child in each case went home after school, showing blood and bruises on various parts of the body, asserting that the teacher had caused them by blows applied in punishment for faults at school. I made inquiry, at once, and found that the blood and bruises resulted from quarrels with schoolmates on the way home, and no punishment whatever had been inflicted by the teacher.

Teachers may err in judgment; may punish in passion, for which there is no palliation or excuse; may impatiently resort to blows as a short process for the correction of moral delinquency in the child, which exhibits meager knowledge of human nature; but these are exceptions, and not the general practice of those who have charge of our schools. That there is a difference in versatility, tact and ability, to discover and control the motives of children by happy methods, cannot be denied. But I am confident that our teachers, as a class, labor conscientiously and earnestly for the improvement of the children committed to their care, and suffer perplexities and trials of which those outside the school-room know little.

FREE EVENING SCHOOL.

An evening school, for the instruction of young persons whose opportunities for an elementary education had been quite limited, had not been attempted for many years in New Haven, until the autumn of 1866. Through the efforts of Mr. WILLIAM FRANKLIN and Mr. ISAAC PIERSON, a member of Yale College, a school was opened, at that time, under the instruction of Mr. F. V. D. GARRETSON, and continued through

the winter, closing April 12th, 1867. A charge of four dollars a term was made for tuition. The largest number in attendance during the season was forty-two. The pupils were worthy lads, between ten and sixteen years of age. The Board appropriated fifty dollars to aid in making up the deficiency, in payment of expenses; contributions were also made, by several citizens, in behalf of pupils, who were unable to pay tuition.

The interest manifested by the pupils and the evident benefit they received, induced the same gentlemen to continue the school the following season, under the instruction of Mr. J. K. H. DEFOREST, with about the same number of pupils and with similar success.

In December last, the Board of Education deemed it expedient to try the experiment of opening a free evening school, for the benefit of young men whose business prevented them from attending the day schools. Convenient rooms were provided in the City Hall, and the school began in December, and continued full, numbering about one hundred pupils, till its close, early in June. Nearly four hundred applications were made for admission, during the season. Mr. DEFOREST had charge of the school a part of the winter, and was succeeded by Mr. A. P. TINKER, who was assisted by Mr. G. W. DREW and Mr. O. HARGER. Three teachers were constantly employed four evenings in the week, and two hours each evening.

The studies were limited to Arithmetic, Penmanship, Spelling, English Grammar and Bookkeeping. No pupils were admitted under thirteen years of age; nor were any received who could attend the day schools. The average age of a majority in attendance was about sixteen years; but the ages of a considerable number ranged from twenty to thirty-five years. Almost every kind of mechanical employment and manual labor, found in the city, was represented by the members of the school. The earnestness and enthusiasm manifested by a large proportion of these young men, in their studies, is seldom equaled by the pupils of our day schools. The liberality of the Board, in providing this course of instruc-

tion, is fully appreciated by them and is, often, most heartily and gratefully expressed.

The benefit thus conferred will not accrue alone to those who are taught; but every workshop, all departments of labor, will have more intelligent men employed in the duties there required. Every citizen will receive a benefit in the improved quality of work which these men are employed to perform.

Besides, many having no convenient place at their homes or lodging places, for improving their time, find the school-room a pleasant place of resort during the long winter evenings. The stimulus of associates similarly engaged adds materially to the interest of those employed in study; and the school furnishes a wholesome substitute for objectionable places of resort, to which young men are often drawn or driven, because there is nothing better within their reach.

The question of enlarged accommodations for the evening school will be likely very soon to demand consideration from the Board; also, whether provision should be made, in like manner, for the instruction of young women.

DRAWING.—A supplementary course of instruction was given by Prof. L. Bail, in mechanical drawing, to as many of those attending the evening school as could devote an extra evening to this object. Twelve lessons were given, without charge, to about forty young men. The results were very satisfactory. Within a few weeks, I have been told by members of that class, that the knowledge obtained is worth hundreds of dollars to them, in the increased facility and exactness with which they are enabled, in their daily work, to prepare their patterns and construct difficult forms in mechanical operations. Much credit is due Prof. Bail, both for his liberality, in giving lessons without cost, and for the great benefit he has conferred on these young men in the practical knowledge he imparted to them.

NOTES ON SCHOOLS AND INSTRUCTION.

The course of instruction, through the year, has been uniform, thorough and successful. In nothing, so far as I am aware, has any department accomplished less than heretofore;

in a number of studies decided improvement has been made ; and some new branches have been added.

PENMANSHIP stands conspicuous, on account of excellence and the obvious improvement over anything previously accomplished. Members of the Board have had frequent opportunity of examining the beautiful specimens which have been sent to the Office from the schools. To those who have seen them, no word of commendation is needful from me ; they speak for themselves, and their language, though mute, is beautifully expressive. It may be regarded as good evidence of success, when the specimens from all the fifty pupils in a room are so nearly alike in the execution of each element and principle of every letter, as to make it difficult to convince persons examining them, that they were not all written by the same hand. Does the credit belong chiefly to the teacher, the Spencerian System, or the zeal and skill of the pupils ? "As is the teacher so is the school," is a maxim true in this particular, as in its general application ; and it would be a source of gratification to the Board to witness the same proficiency in all the schools, as is now found in a few higher rooms of the Grammar Schools. Some very excellent slate work has been done in primary and intermediate rooms, in printing, script letters and drawing, for which teachers deserve much credit.

The difference in the interest and enthusiasm manifested by different teachers, and therefore widely various degrees of success, is quite manifest. Many do not seem to comprehend the necessity of studying, critically, the principles and analysis of letters, as presented in the Spencerian Manual ; and of devoting time to self-improvement with the pen, pencil and blackboard, preparatory to giving instruction to others. Satisfactory results cannot be attained in this branch without preparation.

DRAWING, recently introduced, is now fairly engrafted and has become a part of our system of instruction ; of which a particular account is given elsewhere in this report. The same elements that secure success in penmanship will bring like results in drawing ; and failure will be sure to follow lack of interest and effort.

SPELLING is gaining ground, and bids fair to escape being reckoned among "the lost arts," with the progress now making

in the public schools. It has been a pleasant incident to be occasionally challenged by a class, to find a word in the lessons passed over, which would compel any individual in it to miss; and my mortification under a failure to do so has been greatly alleviated by the evident delight and triumphant look which the conquerors assumed. Every indication of special interest in so dry, yet important a subject as spelling, is to be hailed as ominous of an "onward and upward" movement.

READING does not seem to make the progress, or attain to that degree of perfection, which the time devoted to it encourages one to expect. There are many excellent readers to be found in the schools; but with too large a portion of the pupils there is a want of facility to call words at sight, which prevents fluency; and failure to comprehend the meaning of words and the idea contained in the sentence; hence a failure to give proper expression to the language. That there are inherent difficulties, peculiar to our schools, in teaching this branch, is admitted. Hence the necessity of much skill and untiring effort to remove the obstacles that have hitherto prevented the desired success. As a key to the acquisition of knowledge, the ability to read easily and understandingly cannot be well overrated. The lectures given, at the State Teachers' Institute, under the direction of Secretary B. G. Northrop, last winter, by Professors Russell and Bailey, were very suggestive of benefits which our teachers would derive from a full course of similar instruction.

LANGUAGE.—A good beginning has been made, in some of the schools, in the cultivation of a correct use of language. The teacher who spends five or six minutes every morning in calling upon pupils to report the improper use of language each one may have noticed during the previous day, imparts quite as much practical instruction, by this method, as is given in the more formal exercise of reciting lessons in English Grammar; and pupils may be thus taught, long before they are competent to understand the technical construction of language by grammatical rules. Extemporaneous, written exercises, occupying from five to fifteen minutes, two or three times a week, have developed facility and accuracy of expres-

sion, not only very gratifying, but often quite surprising. The Dwight School has excelled in both of the exercises named above.

ORAL INSTRUCTION, in the form of Object Teaching, has been more systematically incorporated into the school exercises than ever before. The deep interest manifested by the pupils in asking and answering questions, and presenting facts which have come under their observation, proves conclusively that no portion of the day is more profitably employed than the ten or fifteen minutes devoted to this object.

Properly conducted, this exercise cultivates habits of observation, increases the knowledge and proper uses of common things, and cultivates precision of thought and a correct use of language in its expression. It stimulates the mind to greater activity and furnishes a fund of valuable information, which can hardly fail to benefit the children in the preparation of other lessons. Instead of a more desultory method of studying the simple characteristics of individual objects, a full and systematic course may be adopted, as is already done in the Skinner School, which will give to the pupils a familiar acquaintance with the general principles of Natural Science, as an excellent preparation for a more full and complete course in the High School; or, should they leave school prematurely, the knowledge thus acquired cannot fail to be advantageous in all the ordinary duties of life.

Thus far, however, only a beginning has been made in this mode of instruction. Those teachers will succeed, and only those, who enter upon it with a real interest and determination to secure valuable results, by thoroughly preparing and carefully presenting topics for investigation by their pupils. Another year, we hope, will show decided progress in oral instruction.

ARITHMETIC has been pursued with about the usual success; and it should be said, perhaps, that no branch is more thoroughly taught than this, in our schools. But a large proportion of time is spent on it; the pupil beginning early in the primary department and continuing through all the grades, until prepared for the High School.

If any suggestions for improvement were desired, neither time nor space would permit me here to make them.

GEOGRAPHY is as well taught as it can be, until some better method can be devised for combining descriptive and physical with geography of the maps. Considerable progress has been made in map drawing. We hope to see an improvement in the mode of conducting this study during the coming year.

HISTORY OF THE UNITED STATES.—A plan for increasing the interest of pupils in this study has been partially developed by the Principal of the Webster School, which happily combines geography and history with local incidents, illustrated by a progressive series of outline maps, to be drawn by teacher or pupil, which cannot fail, as it appears to me, to add greatly to the efficiency of this important branch of school studies.

THE SCHOOLS.

My limits will not allow me to speak of them in detail, or say of them all they deserve. From the foregoing presentation in relation to attendance, discipline and instruction, a pretty correct judgment may be formed of their condition. A brief notice seems desirable of the

HIGH SCHOOL.

This school, during the past year, has been under the charge and administration of T. W. T. Curtis, A. M., formerly principal of the Hartford High School, for which he did much in laying the foundation on which its present prosperity rests. It is fortunate for the school itself that his services have been secured; and for all the schools, on account of the general good influence we feel confident he will exert, by his devotion to the cause of education.

The first object we have aimed to secure was, a more complete and thorough classification. This has been in a good degree accomplished, and the departments of instruction are gradually becoming more clearly developed. So much remained to be done by the oldest class at the close of their third year, that another year of instruction seemed quite desirable;

and the class having decided to continue, the regular course for graduation will in future be four years.

The advantages of the change will be manifest. A more complete course of advanced studies will be secured ; the last year, at a more mature age, with minds well disciplined, will be worth more to the pupils than any two previous years. Besides, it will give ample opportunity to those who propose to engage in teaching, to make a thorough elementary review of those studies which they will be required to teach. Special advantages will be given this class, by way of preparation, and the members of it will be regarded as having special claims for preference to positions as teachers, in the appointments to be made by the Board.

Classes are formed in modern languages ; and superior advantages are offered for learning the German and French languages. Instruction is given in Latin as far as pupils desire to pursue it ; and it is made a practical exercise to illustrate the origin of the English language.

SCIENTIFIC COURSE.—The young men of New Haven are specially favored, who wish to prepare themselves for any department of Natural Science. The Sheffield Scientific School of Yale College opens its doors to thirty-three young men of the State, free of expense, to enjoy the instruction and privileges of that excellent institution.

The High School sends two this year, and special reference will be had, hereafter, to the requirements for admission to that department of Yale College.

• THE COMMERCIAL DEPARTMENT.

Arrangements are made to furnish a greatly enlarged course of instruction in all that pertains to business transactions. Of this, Mr. Whitmore will have the special charge and instruction. His superior qualifications as a teacher of penmanship and book-keeping are well known ; and his whole time, with assistance if needed, will be devoted to secure the best results possible in this department.

It is designed by the Board, to make provision whereby

young men and women desiring such instruction, who cannot attend the High School as regular members, may be permitted to become members of this class for special instruction, without being confined to school hours, except for recitations in this department.

In order to give a more definite idea of the work to be accomplished, a full programme of the course may be found in the Appendix, following the scheme of studies for the High School.

DRAWING has made very satisfactory progress in this school. In addition to the daily instruction of the teachers, Professor Bail has given one lesson a week in each department. The principles of Perspective and Object Drawing have been so far mastered by the pupils, that excellent results will appear in the work of the next year.

THE LIBRARY.—The High School has received efficient aid from the recent establishment of a reference library. From an appropriation by the State and District combined, about three hundred dollars were expended during the year for standard publications, designed to impart general information and to aid the pupils in the studies pursued. The influence of this addition to the regular instruction of the school cannot fail to prove exceedingly beneficial. A more rapid increase of the library than our limited means will allow is quite desirable; and any individuals having duplicates of books suitable for such a library, or volumes which they are disposed to contribute, may be assured that any donations made for its increase will be duly appreciated and acknowledged.

APPARATUS for the illustration of many studies pursued is greatly needed.

In the appendix of this report may be found a series of questions used at the annual examination of the school in April last, to which written answers were required. They are thus presented, that persons not familiar with the daily operations of the school may have some indication of the character of the instruction there given. Although the High School of New Haven is not such in respect to numbers, or accommodations, as its population, wealth and intelligence should furnish, it is certain that our school is accomplishing results which cannot

fail to be gratifying, at least, to those of our citizens who desire to perpetuate prosperity and intelligence in our city. And when adequate means shall be supplied, New Haven will have a school worthy of itself, easily developed from the foundations already laid in the present school.

GRAMMAR SCHOOLS.

There are now six schools of this class, each one designed to accommodate six hundred pupils. Of the twelve rooms in each school, number one receives the primary children, just commencing their course of instruction. By promotion they pass up the grades, from room to room, until, in the first class of the Principal's room (No. 12), under his personal instruction, they complete their preparation for the High School, or, having completed their school days, pass from the school into business.

THE HOWARD AVENUE SCHOOL was the last built, being completed and opened May 4, 1869, under Mr. George R. Burton, as Principal, a graduate of the State Normal School at Albany, N. Y., and for several years a successful teacher at the head of the leading grammar school in Troy, in the same State. During a trial of one term, passing through the difficult ordeal of organizing a new school, a total stranger to every teacher and pupil at the beginning, he has proved himself to be admirably fitted for the position to which he has been appointed. The people of this section of the city are to be congratulated that, at last, they are relieved from the inconvenience they have so long endured for want of sufficient school accommodations, and may now rejoice in the privileges of a first class Grammar School.

The fears entertained by many that the building had been located too far into the outskirts of the district to be filled, as well as the belief expressed, that the wants of the district did not require so large a building, were proved to have no good foundation when, within twenty-four hours after the doors were opened, seven hundred children were found within its walls. It is true some vacant seats were left in the Washington School, in consequence, but none too many to supply the wants of the

younger class of pupils, in its vicinity, who should fill the school.

The Skinner School, under the charge of Mr. Henry C. Davis, a graduate of Dartmouth College, has now been in operation a year and a term. It has been a success from the beginning. At the opening of the school, to-day (Sept. 1), ninety-five children are waiting for admission into number one, for whom there is no room.

The Eaton School has been under the supervision and instruction, during the past year, of Mr. Joseph Gile, also a graduate of Dartmouth College, and recently principal of one of the first Grammar Schools in Brooklyn, N. Y. This school may be regarded as successful, fully sustaining the high reputation it has always maintained.

The Webster, Wooster and Dwight Schools have fortunately had no change of principals, and but little change among the assistant teachers. Each of these schools has its own peculiar excellence; and all of them are steadily improving in their methods of instruction and government.

THE HAMILTON SCHOOL is next in size to the Grammar Schools, comprising nine rooms and about five hundred pupils. It is entirely under the management of female teachers. In no school is there stronger desire manifested by the teachers to know the best methods of instruction and government; and their success in both is worthy of commendation.

The Dixwell and South street Schools, each comprising six rooms and about three hundred pupils, are under the direction of female teachers, and their success has been very satisfactory. The government has been mild, yet efficient. An assistant has been provided for the principal of the Dixwell School, which will enable her to devote more attention to the supervision of other departments of the school, out of her own room.

The Goffe street School is in charge of Mr. Root, assisted by Miss Benton, who have retained their connection with the school during the last four years. Miss Gregory, a graduate of the Westfield State Normal School, Massachusetts, has been employed during the past year, and Miss Stevens, thoroughly educated at one of the best schools in New England, became connected with the school during the last summer term. To

those who have marked the improvements, through the past four years, from the rude, almost ungovernable condition in which it was, and the quiet, orderly, studious aspect it now presents, the change appears remarkable. No school has received more particular care than this from the Board, whose desire has been to give the pupils every advantage they could improve. The Trustees by whom the school premises have been furnished, free of expense, have coöperated with the Board, and labored for its success. The only drawback upon its prosperity has arisen from the disaffection of a few parents who desired to send their children to other schools. The Board having placed this school, in all respects, on equality with the best of our schools, it is to be hoped that the cordial support of parents, whose children are instructed in it, will insure still better results in the future.

All the other smaller schools have been in good condition, generally, and have accomplished their work satisfactorily.

DRAWING.

During the past year drawing has been added to the course of studies to be pursued in all the schools. From the simplest exercises in the primary department to perspective and object drawing in the High School, most gratifying success has been attained. Although the exercises have been confined chiefly to the cultivation of the eye and hand, in measuring distances with points, and drawing straight lines and angles, the pupils have manifested a remarkable interest in their work. In several instances the development of extraordinary skill has already occurred. The accuracy with which little children in the primary rooms have often measured the space of an inch by placing dots in ranges and squares, has often been quite surprising. Inequality of talent is manifest in this exercise as in others; yet ordinary ability will doubtless receive as much benefit from drawing, as from the same degree of attainment in penmanship.

The system of instruction adopted was prepared by Prof. LOUIS BAIL of Yale College, to whom much credit is due for the successful results of the year. A series of diagrams,

accompanied by a small manual, presenting a graduated course of lessons, was furnished by him to aid the teachers in their work. These diagrams were printed on charts, to be suspended before the pupils and of such a size that the figures might be easily seen in every part of the room. The arrangement is admirably adapted to simultaneous instruction. There are twenty mounted charts in the series, made of hard and smooth manilla paper, twenty-four by forty inches in size.

A preparatory course of lessons was given by Prof. Bail, to those teachers who had not received previous instruction in this branch, or who wished to revive their previous knowledge of it. The benefit of this course to the teachers was two-fold :

1. To acquire a practical knowledge of the art of drawing ;
2. To learn how to impart instruction. Much of our success has been due to the careful preparation thus made. In accordance with an arrangement made by the Board, Prof. Bail has inspected the work of every teacher, at the beginning and near the close of each term, taking note of the manner in which the instruction was given, and reporting results. Two lessons a week, of half an hour each, alternating with writing, have been given during the year.

Prof. Bail's report to the Board, herewith presented, gives his views of what has been accomplished.

REPORT ON DRAWING, BY PROF. LOUIS BAIL.

To the Board of Education of the New Haven City School District :

GENTLEMEN :—The first year's course of Drawing, in our Public Schools, has given us undoubted cause for encouragement. One year ago we were hopeful, yet not without apprehension ; our future labors will be lightened by the confidence that we are no longer performing an experiment, but working out an approved and practical fact.

From the beginning, there was no fear that Drawing would not, in some favored schools, accomplish all that its most earnest advocates desired. For the *uniform* success of Drawing there was just cause for apprehension. No study can become popular in our Public School-System, if it is successfully taught only in exceptional cases, and under favorable circumstances. It has been my

object to develop steady growth and advancement everywhere, rather than encourage showy and rapid progress in exceptional cases. It would be manifest injustice to our best schools to say that the progress has been entirely uniform; but we believe there is no greater disparity to be found in this, than in other studies.

Many of the teachers were ready to respond to your highest requirements; they possessed a degree of enthusiasm for the work and of faith in it, that was highly favorable to the progress of their schools. Others grumbled and hesitated not to say, that Drawing could never be taught successfully in our Public Schools; it had been attempted half a score of years ago and had failed. There seemed to be some force in this argument, as it was really true, with the exception of one school (the Dwight), which certainly deserves honorable mention. The disaffected teachers professed to believe in encouraging the useful (?) branches, and, undoubtedly, honestly considered that Drawing was not justly entitled to recognition in a system of public instruction.

This was the chief cause of discouragement; for allowing that these teachers faithfully performed their duty, as they understood it, we shall perceive that the negative influence upon the pupils was very great. We are gratified to know that this indifference or opposition has gradually subsided, and is now almost among the things that are past. These teachers are convinced that Drawing *can* be taught, and made both practical and interesting; they have learned that they must teach with some good degree of success, or be left in the background. As a rule they are cheerfully and intelligently coöperating with me, with satisfactory results. I am surprised and delighted at the great advancement many of these teachers have made. During the first term there was a marked and disheartening difference in the progress of the schools; as the year advanced this disparity gradually lessened; the drowsy schools became aroused, and the lagging hastened. We are now in fine working order, ready to begin a new year with good prospect of the best results.

I have endeavored in my teachings to inculcate the truth, that the study of Drawing should not be confined to copying lines however correctly this may be done; but that it naturally includes correct habits of observation, and an intelligent use of the eye, in connection with all visible objects. The practice of comparison and analysis, commencing with Drawing, should not end there; it should be carried into the street, the field, the shop,

everywhere. The child should not only be taught to see correctly, but to remember what he sees. The manner in which this has been neglected, in actual practice, is astonishing. We labor that impressions from books may become permanent in the mind of the child, the subject of the lesson is treasured up for future pleasure and use; but beautiful objects, at once the most refining and most pleasurable, are allowed to fade from the mind, or to leave but a confused impression. We make no effort to retain them in the memory, and thus make them our own. The child should be trained to the habit of retaining beautiful objects, so shall each thing of beauty indeed become to him "a joy for ever."

In consequence of a lack of this training, many persons receive little comparative advantage from travel. A journey leaves a blur upon the mind, rather than a succession of distinct impressions; a person properly educated will possess a perfect panorama of a journey, and will be happier, in consequence, during his subsequent life. Success in designing requires that the memory be stored with beautiful forms. While we heartily advocate Drawing for its industrial uses, we do not overlook the fact that its highest object is not a specialty; or, in other words, the education of skillful copyists, designers, mechanics or artists, but the training of human beings for the highest attainable happiness and excellence; the development of the most full and perfect specimens of manhood. If we keep the highest object steadily in view, we shall be certain to make ample provision for all inferior needs.

Some of the teachers have already given variety to the lessons by the introduction of natural objects. In the Skinner School natural leaves were first introduced for observation. I found the pupils in No. 12, in this school, made drawings from natural leaves with marked rapidity and correctness, as the faculty of observation had been trained in anticipation of hand-work. In other schools of the same grade, where the attention had not been previously directed to the form of leaves, they were not so successful in copying from them.

The first principle in the severe and accurate cultivation of the eye is, that all means and appliances for mechanical measurement be excluded. This rule has been rigorously enforced. The teachers have generally aided me to the extent of their ability in sustaining this rule; but during the first half of the year transgressions were frequent. Where a doubt existed, I have required

that the exercise be repeated in my presence; this put an effectual stop to all violations of the order. Some teachers have supposed there was no harm in allowing pupils to correct their errors by measurement. It is impossible to judge what progress the pupils have made by the examination of drawings thus corrected. The pupil who falls back upon measurement for the correction of his mistakes, can never feel the necessity of obtaining a correct result by the eye alone. The charts favor the enforcement of this regulation, as it is impossible to measure from the pattern. It is too great a temptation to any child, to place the pattern within his reach. The teachers have been instructed in the use of the black-board, in explanation of the charts; they are carrying out my suggestions with considerable success. During my school visits I have requested the teachers to give the lesson in my presence. I have thus been able to adapt my suggestions to individual cases. Great attention has been paid to the position of the pupil and the proper use of the fingers; the greatest difficulty has been to secure correct finger-motion; commendable improvement has been made in this respect.

Our method of proceeding was as follows. Lines varying from one to twelve inches in length were drawn upon the black-board, in both vertical and horizontal positions. No line is drawn by the pupil until it is explained and understood. The teacher next explained the lines drawn and called upon the children to point out corresponding lines in the objects around them. Next they were taught to indicate the length of one, two and more inches, upon their pencils. Different objects, as books, boxes, &c., &c., were presented, and their dimensions ascertained. When they had acquired considerable facility in judging of length and distance, by proceeding from small objects to larger, they were instructed to make rows of dots, in vertical and horizontal positions, at intervals of one, two and more inches. It was surprising to notice how soon the youngest pupils performed this exercise creditably. When a sufficient degree of correctness had been obtained, these dots were united by straight lines. And now both time and patience were required to master the finger-motion. Afterwards came straight lines to be divided into equal parts, next angles were explained and drawn, and Chart No. 2, composed of capital letters, was used to vary the exercise. This was as far as the primary rooms proceeded. Some of the most encouraging exercises were conducted in these rooms; they were especially inter-

esting as proof of the development of which very young children are uniformly capable.

In all the Grammar Schools we commenced the year with Chart No. 1. In most of the higher rooms the first six charts have been drawn. As the pupils advance from the primary rooms, the instruction given in the higher grades will become more interesting. The charts provide for the introduction of object-drawing in the advanced rooms of the Grammar Schools; but as the pupils had no previous training, it was inexpedient to attempt it during the first year's course. When the pupils now in the primary rooms advance, I trust Object-drawing will become as easy and familiar as writing. Two lessons have been given by the teachers in the Grammar Schools each week. These lessons occupied a half hour each, but it has been thought best to make lessons in the primary rooms more frequent and shorter.

I have given personal instruction in Geometrical, Perspective and Object-drawing in the High School. I have spent one hour each week in the upper room in the High School, and one hour in the Preparatory Department.

In conclusion, allow me to thank you, Gentlemen of the Board, for your unvarying support and confidence. To the Chairman of the Committee on Schools, I am indebted for many valuable suggestions; to your able Superintendent I am under obligation for courtesy and moral support.

Your obedient servant,

• LOUIS BAIL.

NEW HAVEN, July 2d, 1869.

VOCAL MUSIC.

After a thorough trial of over four and a half years since the experiment, as it was regarded at first, of introducing vocal music into the public schools, as a distinct branch of instruction, it seems desirable to take some note of the results.

The number of pupils under the direct, personal instruction of Mr. Jepson, has increased from about five hundred to thirty-five hundred; or nearly seven-tenths of all the pupils in daily attendance in our schools. Moreover, arrangements are made, whereby the primary children are to receive simple lessons for the cultivation of the voice. Thus *all* the children

of our schools will be taught, personally, to a considerable extent, by him. Besides, he becomes, indirectly, the instructor of all the teachers, showing them, in a most practical manner, by his example in drilling classes, by directions and suggestions to each individual teacher, how successful results may be attained. It is unnecessary for me to speak of the amount of labor required, each week, to perform faithfully the duties devolving upon the teacher of this department.

At no time have the pupils appeared to be more deeply interested in the singing exercises, than during the past year. They are quite as generally provided with the Music Reader as they are with text-books in other studies. A book is quite as indispensable in this as in any other branch; and the uniform supply has contributed essentially to success.

The teachers, very generally, have taken hold of this exercise with renewed energy and interest. They are becoming more familiar with the science of music and method of teaching it than ever; and, with the impulse already acquired, I look very confidently for greater progress, during the coming year, than at any previous time.

No argument is needed to prove the value of vocal culture to the individual, its refining and elevating influence upon the character and manners, and its worth to the community as a social element. Its general introduction into schools as a necessary branch of education, and its universal use in society, reveal, with sufficient clearness, the force of public sentiment on this subject. For any expression of opinion from me in relation to the utility of this branch of instruction, I can only refer to what has already been said in my former reports.

The following report to the Board, from the teacher of music, is worthy of a careful perusal.

REPORT ON MUSIC.

TO THE NEW HAVEN BOARD OF EDUCATION:

Gentlemen:—In the month of January, 1865, I had the honor of being called to the work of organizing a system of elementary instruction in music for the public schools of New Haven. It was not without some misgivings that I entered upon the duties of my position. Music had been regarded as an accom-

plishment beyond the reach of the masses, and, although its refining and elevating influence was admitted in the abstract, yet its introduction as a branch of regular study in the schools, was not looked upon by the public without some distrust and consequent opposition. Some years preceding, an effort had been made looking to the introduction of music into the schools, which was subsequently abandoned; and yet, there was a growing sentiment in the public mind that New Haven could not afford to be behind other cities in this respect; nevertheless, not a few were found who were incredulous as to the advantages to be derived from the proposed outlay.

In the schools, hitherto, music had only been regarded as a recreation to relieve the monotony of study; or as a means of display in the presence of parents and School Committees, and many of the teachers themselves, though not unwilling to try the experiment, entertained serious doubts as to the practicability of reducing music to a science in the schools. To-day a visit to the schools will repay those who are anxious to see and hear what the scholars can actually do in music, and are not satisfied with a simple exhibition of songs which have been stuffed into the ears of the children by dint of hard practice.

Regular weekly lessons, of forty-five minutes each, were first given in the High School, Latin Department, Eaton, Webster, Dwight, Wooster and Washington schools, nine rooms in all. The exercises were given from the blackboard, and the scholars entered into the study at once with an enthusiasm which I had scarcely expected. The teachers were also very much encouraged, and before the end of the term, additional rooms in each of the Grammar schools were placed under instruction. The following term the schedule was made to embrace the five highest rooms in Eaton, Webster, Wooster and Dwight Schools, the four highest in Washington School, and the two highest in Dixwell School. In January, 1866, music was introduced in the Hillhouse, Goffe (colored), and South street Schools. In March of the same year, the study was introduced into the Elm street School, (Orphan Asylum). At least thirty rooms were now receiving instruction. Still encouraged by results, the close of the year found music introduced as low as room No. 5, in each of the large buildings.

In May, 1868, the Skinner School was opened and arrangements were made to introduce music into the six highest rooms, but as my time was now wholly occupied, it became necessary to drop

music in one of the smaller buildings, in order to bring this about; for the same reason the two lower rooms in Wooster School were dropped, in order to accommodate the two upper rooms of Hamilton School, which was adopted by the Board about this time. The number of rooms in music had now increased to fifty-two.

In the spring of 1869 the Howard Avenue School was opened and it became necessary at once to adopt some plan by which not only this school, but the Skinner and Wooster schools should be placed on an equal footing with the other Grammar Schools, in reference to the number of rooms taught, in order to insure a uniform grade in music for those entering the High School, and thus perpetuate a progressive system of instruction. It was also desirable to extend the benefits of music to several smaller schools, whose wants, musically considered, had not heretofore been regarded. A new schedule was accordingly made out, by which two rooms of fifty scholars each were consolidated into one class.

In order to accommodate this arrangement, the Committee on Schools recommended that folding seats be placed on three sides of the even numbered rooms, for the convenience of scholars from the odd numbered rooms next below, whenever the music teacher should give a lesson. This arrangement has been consummated and the experiment tried, during the late summer term, with satisfactory results. As before intimated, this consolidation has given opportunity to greatly extend the work. Eighteen more rooms have been added, so that from a small beginning of nine rooms, the scheme has been gradually enlarged to embrace upward of seventy rooms, including two rooms of the High School, containing over one hundred scholars each, making an aggregate of about 3,500 scholars, who are now receiving weekly lessons of one half hour each.

But more is in contemplation. The present schedule gives Friday afternoon of each week to make up lessons lost by single sessions in any of the schools; a very important provision in preventing schools from falling behind through the misfortune of stormy weather. An opportunity is also afforded to make a systematic tour of all the primary rooms at least once in every month, giving to the children of each room such instruction as may be adapted to their age and capacity, and leaving it for their respective teachers to drill them, from day to day, in such simple

lessons as may be left on the blackboard, thus giving them no inconsiderable preparation for promotion to higher rooms.

For several years past, the conviction has been forcing itself upon my mind that the most perfect system of musical instruction must necessarily commence where children are first permitted to sing, and I have no hesitation in saying that the lowest primary rooms may be prepared to read music with less labor than a mastery of the alphabet involves in a preparation to read otherwise.

The success of music as a regular branch of study in the public schools is now fully assured, and to no one person are the public more indebted than to the present Superintendent of Schools, who has neglected no opportunity to advance its instruction whether by council to teachers or encouragement to scholars.

My own aim has been to impart to the children a sufficient knowledge of the elements of music to enable them to read ordinary music at sight. And now, at the end of four years, it has been fairly demonstrated that children, even of tender years, can be taught to comprehend and read musical characters as readily as they can any others. I had always felt that, other things being equal, with the same amount of time bestowed, the same incentives to study, and the same discipline for neglect of study, that the same results were sure to be attained in music as in any other branch. In this I have not been disappointed. Some of the teachers, who were skeptical at the outset, have been kind enough to say to me, that their views are radically changed in reference to this whole subject. But, while I am not too modest to desire some credit for what has been done, I feel that I should be doing a great injustice, were I to omit saying, that the successful introduction of music as a study into the public schools of New Haven, is due for the greater part, (as in the nature of things it ever must be,) to the controlling influence of the masters and teachers of the schools.

Ever willing to labor for results, they have entered into all my plans, adding many valuable suggestions; and though not in the majority of cases enthusiastic lovers of the art, they have never, on that account, withheld their hearty coöperation from any and every plan calculated to insure success. In the earlier stages of its introduction the progress of music was somewhat retarded by the neglect of parents to provide their children with singing books. The text-book in use was written almost expressly to meet

the wants of New Haven schools, and is furnished to the children at the wholesale price. Under any circumstances blackboard exercises are the best for beginners ; but when the scholars are enabled to read musical characters, with any degree of fluency, it is a great waste of time to continue longer on the blackboard, except for purposes of illustration. Notwithstanding the parents, in ninety-nine cases out of a hundred, were extremely gratified with the idea that their children were learning to read music, yet a large number failed to comprehend, at once, the necessity of procuring music books.

This delay was a source of much inconvenience, both to teachers and scholars ; and while a large majority of the children procured their books at once, others were obliged to look over their schoolmates, or remain without, to the detriment of the whole. It was sometime before this difficulty was overcome ; but, at length, all the scholars were supplied—the few indigent scholars unable to procure them being furnished by the Board.

From that time onward the progress of music in the schools has been very marked. There is no further question in the minds of the scholars, but that music is a branch to be learned, as other branches are. The teachers who are expected to drill their rooms fifteen minutes each day in the lessons given, have, in a majority of cases, become proficient in the work. The parents, realizing that the benefits to be derived from this kind of singing are of a substantial character, are giving corresponding encouragement.

It has been thought by many that singing is an especial gift, whereas the facts are, that amongst children who have had even limited advantages in this direction, those who cannot sing are the exceptions. In proof of this statement, I will remark that in a critical examination of upwards of fifty rooms, at the close of the late spring term, not an average of one scholar in a room could be found unable to sing the exercises required ; and even of that number a large proportion were scholars of the highest rooms, many of whom, in their earlier years, had enjoyed no opportunity for practice.

During the year past, I have devoted considerable attention to the manner of giving out sounds. I need not remark that the quality of tone in singing is all important. A marked improvement in this respect is visible in most of the rooms, and yet there are rooms, I regret to say, in which no progress is apparent. It will be comparatively useless to inculcate the practice of soft,

open tones in singing, if in all other exercises the children are literally allowed to scream. And I will here remark, that there is an inevitable tendency to harshness in concert recitations of any kind, which must be constantly guarded against. No words can be too emphatic which will bring about a change in this respect. In reference to the all important element of "rythm" in music, the tendency seems to be to carelessness, as the scholars grow older, although our upper rooms do not suffer by comparison in this respect, with the scholars of advanced rooms in other cities which I have recently visited. It is safe to say, relative to the great importance of correct time in music, that a piece given in good time by an indifferent set of singers, will always receive a more favorable criticism than the best vocal performance given out of time.

It is a subject of congratulation in reference to music, that the High School is already furnishing teachers who are fully competent in that respect to fill vacancies as fast as they occur.

In conclusion, allow me to express a hope that each succeeding year may witness an increased interest in the study of music, and that its influence in the community may continue to be felt for good in all time to come.

Respectfully submitted,

B. JEPSON.

NEW HAVEN, July 16, 1869.

GENTLEMEN:—I submit for your consideration the foregoing statements, in relation to the schools which you have placed under my supervision, with the hope that they may coincide with your own observation and knowledge of what has been accomplished. Allow me to express an opinion, after a long acquaintance with the management of schools elsewhere throughout the country, that the completeness of our school system is excelled by no other; and the progress now making in the perfection of its operations cannot fail to give more satisfactory results with each passing year.

Although my labors have been arduous, leaving me little time for rest or recreation, and the responsibility of the office has often pressed heavily, yet the cordial coöperation of the teachers, and the kindly spirit with which they have every-

where greeted me, and the uniform courtesy and efficient support accorded by the members of the Board, have greatly encouraged and strengthened me in the performance of my duties.

Seldom has greater responsibility been thrown upon the Board, than during the period of a little more than a year, in which the growing wants of the district have required the organization of two new Grammar Schools, comprising more than twelve hundred pupils, and the appointment of four new male principals of the High and Grammar Schools, in addition to important changes and modifications of the whole system.

The hearty approbation expressed by the people, on every hand, in relation to the increased accommodations which have been provided, furnishes gratifying assurance that the action of the Board is fully endorsed by them.

Respectfully submitted,

A. PARISH,

Sup't Schools.

A P P E N D I X.

NEW HAVEN PUBLIC HIGH SCHOOL.

The High School is a part of the Public School system, in which instruction is provided in branches of study more advanced than those pursued in the grammar schools, and is the highest department furnished at public expense.

The following statement is made, that the citizens of New Haven may become better acquainted with the advantages it is designed to furnish to pupils, and to give definite information in relation to the special objects it aims to accomplish in the reorganization of its studies :

I. The Course of Study proposed for the High School, comprises such instruction and branches of study, as will give to its pupils both a *general* and *special* preparation for usefulness in after life. For those who desire to secure a thorough course of mental training, and to lay a foundation for the acquisition of knowledge, or who wish to prepare for a more extended course in the future, either in classical or scientific studies, provision is made for the study of Language and Mathematics to such an extent as the wants of the community may require. The scheme provides, also, for instruction in Natural and Physical Science, from which the pupil may obtain a general knowledge of principles and their applications in the various departments of business life.

The regular course, as laid down, is designed to occupy a space of four years, thus completing the period of public school instruction in such a manner as to furnish to every child a thorough and substantial education.

II. For those whose circumstances limit the time of their attendance at school, or who wish to prepare themselves for

some particular vocation, a selection from the regular studies may be made, adapted to their wants. A special preparation for *commercial pursuits* comprises so much of the regular course as the time of the pupil will admit; and, in addition, special attention is given to Book Keeping, Commercial Arithmetic, Penmanship, Business Forms, &c.; also to Mensuration, Mechanical Drawing, and the principles of Physical Sciences as pertaining to the Mechanic Arts, &c.

III. As a large number of the young ladies who have been educated in the High School have become teachers, special efforts will be made to fit for the occupation of teachers those who desire to be so employed.

The Scheme of Studies herewith presented, is a condensed plan, designed to exhibit the course of instruction necessary for the several purposes named above.*

HIGH SCHOOL COURSE OF STUDY.

First Year.

1ST TERM, (20 weeks).

Arithmetic and Book Keeping.
English Language and Comp.
Phys. Geography.
French, German, Latin.

2ND TERM, (20 weeks).

Arithmetic and Book Keeping.
English Language, &c.
Phys. Geography.
French, German, Latin.

Second Year.

Algebra.
Botany.
History and Constitution of United States.
French, German, Latin.

Algebra.
Physiology.
History.
French, German, Latin.

Third Year.

Geometry.
Natural Philosophy.
English Literature.
French, German, Latin.

Geometry.
Chemistry.
English Literature.
French, German, Latin.

Fourth Year.

Astronomy.
Geology.
French, German, Latin.
Trigonometry.

REVIEWS.

* Pupils, in the regular course, are required to pursue three studies, two of which are prescribed, the third is optional. The optional studies are in Italics.

COLLATERAL STUDIES.

During each term of the year, at stated times, all the pupils will have exercises in Elocution—in the form of Reading, Declamation, or Recitation; also in Orthography, Penmanship, Drawing and Composition.

PROGRAMME

OF THE

COMMERCIAL DEPARTMENT.

The course of study, in the Commercial or Business Department, will occupy one year and embrace every branch of Book-keeping, also Penmanship, Commercial Law, Correspondence and Arithmetic.

Book-Keeping.—A complete knowledge of the Theory of Accounts, Journalizing, Posting and Settling Accounts, will be given, embracing a great variety of transactions in different kinds of business.

Penmanship.—The instruction in Penmanship will be such as to ensure rapid and legible business writing.

Commercial Law.—The pupil will be made familiar with the various Legal Forms for writing Bills of Exchange, Promissory, Collateral and Judgment Notes, Mortgages, Bonds, Powers of Attorney, &c.

Correspondence.—A variety of topics connected with the details of business will be given the pupil, designed to serve as subjects for business letters. These letters will be critically examined and inaccuracies of form, expression and style corrected.

Arithmetic.—The course in Arithmetic will be such as to fit the pupil for adding, with rapidity and accuracy, Ledger Columns, for calculating Percentage, Profit and Loss, Insurance, Taxes, Duties, Interest, Exchange, Discount, General Average, Partial Payments, Equation of Payments and Partnership Settlements.

TERMS OF ADMISSION TO THE HIGH SCHOOL.

The Annual Examination of candidates for the admission of a new class, takes place at the High School during the last week of the Winter Term. Pupils residing in the city must be present at the regular examination, unless prevented by sickness. Those thus detained and non-residents may be admitted during the year, for special reasons; but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed for pupils received at other times.

The following are the branches on which the candidates are examined for admission:

Arithmetic, English Grammar, Geography, History of the United States, Reading, Spelling, and Penmanship. A knowledge of other and higher branches will be no substitute for those required.

In ARITHMETIC the candidate must be familiar with the whole of "French's Common School" and Eaton's "Intellectual Arithmetic," or some other equivalent text books.

In ENGLISH GRAMMAR, he must be able to analyze and parse, readily and correctly, ordinary sentences in prose and poetry, giving rules from the Grammar which shall indicate a clear understanding of the construction and principles of the language.

A thorough knowledge of the Definitions, Elementary Principles and maps of Mitchell's Intermediate Geography, is required; to which should be added a general acquaintance with the Descriptive Geography contained in the text books.

A knowledge of the History of the United States through the Revolutionary War is required.

Good penmanship and ability to read and spell correctly are essential qualifications.

Pupils below the first class in the Grammar Schools are not received as candidates for examination, unless recommended by the Principal, as, in his opinion, qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools," for their approval, previous to the examination. The questions are not to be restricted to the text-books used in the schools, yet they will correspond in form and principles with those with which the pupil should be familiar, from his previous instruction.

ADMISSION TO THE LATIN OR PREPARATORY CLASS.

Many parents wish their children to commence the study of Latin, at an age younger than that at which pupils usually finish their course in the Grammar Schools, in preparation for the High School. To those who wish to commence the study of the Languages, in preparation for College, it is essential that they should begin the study of Latin early. To meet this want, provision has been made for the admission of a younger class of pupils, and less advanced in their English studies, than those received from the Grammar Schools, in the regular course. No pupil is received into this class who does not make Latin a prominent study, with the intention of pursuing it at least two years. At the end of that time, every pupil of ordinary capacity should be prepared, in the English branches, to enter the regular classes of the High School.

The conditions of admission to this class are:—1st, an expressed desire on the part of parents or guardians, that their children shall take Latin as a principal study; 2d, that they shall have thoroughly mastered the ground rules of Arithmetic and made corresponding progress in their other studies. Pupils in this class will continue their studies in the English branches, in connection with the Latin.

From the foregoing statements it will be obvious, that while instruction is given in classical studies as well as in French and German, the Board of Education are determined to provide a thorough course of instruction in the Higher English branches, with especial reference to those who are to begin the active duties of life without other advantages than those which they will all here obtain.

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TABLE I.—*New Haven Public High School.—Examination of Candidates, ending April 23, 1869.*
RESULTS.

PUBLIC SCHOOLS.	CANDIDATES SENT.			Average Age.	STUDIES.									
	Boys.		Girls.		Total.	Arith.	Geog.	Gram.	History.	Reading.	Spelling.	Writing.	Total.	Average.
Dwight School.....	4		8	12	14.97	7.08	5.82	6.41	5.52	3.08	4.70	2.90	35.51	6.46
Eaton School.....	2		9	11	15.19	7.20	5.04	6.24	6.56	2.83	4.45	3.00	34.31	6.24
Washington School....	0		4	4	15.06	5.27	4.02	5.70	7.40	1.50	4.45	3.10	31.44	5.72
Webster School.....	2		10	12	14.89	5.21	4.28	5.25	6.21	2.58	4.40	3.98	31.91	5.80
Wooster School.....	0		5	5	14.83	4.86	5.62	5.04	4.50	2.80	4.36	4.08	31.26	5.68
Other Schools	1		0	1	15.40	3.20	7.10	4.10	7.20	3.00	3.40	3.70	31.70	5.80
	9		36	45	15.	6.116	5.078	5.791	5.584	2.711	4.471	3.366	33.112	6.021

TABLE II.—*Public Latin and High School.—No. of Scholars Registered each Term.*

YEARS.	JAN. TERM.		MAY TERM.		SEPT. TERM.		JAN. TERM.		MAY TERM.		SEPT. TERM.	
	Boys.		Girls.		Boys.		Boys.		Boys.		Boys.	
1859,.....					40	48			86	78	94	70
1860,.....	30	39	21	33	33	59	1865,.....	71	65	86	94	74
1861,.....	29	55	27	48	36	69	1866,.....	84	60	94	108	74
1862,.....	36	61	26	48	30	68	1867,.....	96	67	111	114	109
1863,.....	22	55	18	45	52	62	1868,.....	97	103	95	109	94
1864,.....	53	53	42	41	79	77	1869,.....	86	98	84	101	114

NEW HAVEN PUBLIC HIGH SCHOOL.

EXAMINATION OF CANDIDATES,

APRIL 19th TO 23d, 1869.

RULES FOR THE EXAMINATION.

1. The pupil will be particular *not* to write his name upon any of his examination papers.

2. He will be equally particular *to write* his "*Examination Number*" upon each of his examination papers.

3. The work may be prepared upon separate paper and afterwards copied upon the "examination paper," but all copying must be completed within the time prescribed for the examination, (4 hours).

4. The questions are not to be copied. The answer should be numbered to correspond with the number of the question.

5. The general appearance of the paper with reference to neatness, spelling and penmanship, will be taken into account. The writing should be kept within the marginal red lines.

6. The solution of a problem should be copied in full, so that the process may be examined as well as the answer.

7. Pupils are not allowed to have about their desks any written or printed matter except the questions.

8. After the questions have been distributed, pupils cannot be permitted to leave the room for any purpose whatever, until their papers are handed in, without being obliged to undergo a subsequent examination.

9. All communication between pupils during the examination is strictly forbidden.

10. The examination will close punctually at the expiration of four hours from its commencement, but any who choose to do so, can hand in their papers at the end of three hours.

11. Any evasion or violation of the above rules will seriously vitiate or totally annul the examination of the person so offending.

ARITHMETIC.

1. Add the following numbers:—

Nine billion nine hundred five thousand and nineteen.

Twenty million eighteen thousand two hundred and eight.

Seven million two hundred and one thousand and five.

Twenty, and eighty-nine billionths.

Ten thousand six hundred and five, and twelve thousand and three hundred thousandths.

Four, and five thousand and seven millionths.

From the sum subtract:—

Nine billion twenty-eight million one hundred thirty-four thousand seven hundred and sixty; and one hundred thirty-five million thirty-seven thousand and seventy-four billionths.

Multiply the remainder by:—

Nineteen ten thousandths.

Divide the product by five ten thousandths.

2. Perform the following:—

$$\frac{1}{2} + \frac{1}{3} \text{ of } \frac{1}{4} + 6\frac{1}{2} + \frac{8\frac{1}{2}}{1\frac{1}{2}} + \frac{1}{2} - \frac{1}{2} \times \frac{1}{2} \text{ of } \frac{1}{2} \text{ of } 2\frac{1}{2} + \frac{1}{2} =$$

3. What are the solid contents (feet and inches) of a block $\frac{3}{4}$ yd. long, $\frac{1}{2}$ yd. wide, and $\frac{1}{4}$ yd. thick?

4. The captain of a ship finds by his chronometer, at 12 o'clock, noon, that it is 45 min. past 8 o'clock in the evening at London.

What is his longitude?

5. Reduce $1\frac{1}{2}$ gr. to the fraction of a pound, apothecaries weight.

6. A farmer having a certain number of sheep, sold $33\frac{1}{2}$ of them, and then had 128 left. How large was his flock at first?

7. By selling some goods at \$1537.90, a profit of $12\frac{1}{2}$ per cent. was realized: what per cent. would have been gained or lost, if they had been sold for \$1651.65?

8. A owes B \$975, with interest for 1 yr. 10 mos. and 10 days. B owes A \$720, with interest for 2 yrs. 25 days. The rate being six per cent., what is the balance due, and to whom is it due?

9. A note for \$1750 is due 2 yrs. 6 m. hence. Its present worth is \$1,400. What rate of interest does it bear?

10. A wall is 32 ft. high, and a ditch before it is 24 ft. wide: what is the length of a ladder that will reach from the top of the wall to the opposite side of the ditch?

ENGLISH GRAMMAR.

1. Name and define the several Parts of Speech, and give an example of each.

2. What is meant by the comparison of adjectives? Name and explain the different *degrees of comparison*. Compare *short, round, fast, sublime, lovely, less, worse*.

3. What are the Principal Parts, Synopsis and Conjugation of a Verb?

Give the principal parts of *flee, flew, flow, sat, set, lay, (reclined), dare, awake, strive, hurt*.

4. Give the rule for forming the plural of nouns. Write the plural of *thief, roof, negro, chimney, chorus, copy, money, spoonful*.

5. Give the number and gender of *wheat, swine, sheep, bird, doe, lion, scissors, bellows, ashes, molasses*.

6. Define a proposition. Write a simple sentence; a compound sentence; a complex sentence.

Analyze the following:—

It is well to remember that “A man may be known by the company he keeps.”

7. Parse the following italicised words: *Gliding* along the horizon a distant sail attracted us. Behold *David* and Jonathan's love. *What* will you do? He received *what* was more valuable than life. *What!* Do you take me for a thief? *Such as* I have, give I *thee*. He bade me *shut* to the door.

8. In the following sentences, make the proper corrections and give the reason for each.

If any one asks where I am, tell them I expected to have gone to Boston yesterday, but was prevented by an accident. Between you and I this is magnificent butter. Who do you think him to be? It was so monstrous cold I thought I should freeze. Have either of you said it was me that done it? Wall,

it aint me by a long shot. Let each esteem others better than themselves. You had better go, rather than me.

What are "slang phrases"? Give an example. Should their use be encouraged or discouraged? Why?

9. Express in prose, at such length as you choose, the *substance* of the following lines.

Gentle Spring!—in sunshine clad,
Well dost thou thy power display!
For Winter maketh the light heart sad,
And thou,—thou makest the sad heart gay.
He sees thee, and calls to his gloomy train,
The sleet and the snow, and the wind, and the rain;
And they shrink away, and they flee in fear,
When thy merry step draws near.

10. Write a short composition upon the subject—Vacation.

GEOGRAPHY.

1. What and where are Titicaca, Guardafui, Hindoo Koosh, Montpelier, Maranon, Dakotah, Okhotsk, Papua, Mozambique, Brussels?

2. Which is the larger, Texas or France? Ireland or New York? England or Missouri? Scotland or Pennsylvania? Greece or Maine? Italy or California?

3. Draw an outline map of the system of the great American Lakes. Name and locate the principal ports, islands, falls, straits, and rivers which belong to these waters.

4. Bound the State you live in. Name the county; the counties of the State; its Governor; its capitals; its form of government; the race to which you belong. Why is the race so called?

Mention the principal railroads of the state. Bound New Haven.

5. Mention the principal rivers east of the Mississippi; the states in which and the waters into which they empty.

6. Name the states which first constituted the United States. Name those since added; those which have the Ohio river for their southern boundary; those which lie on the right bank

of the Mississippi; those which first formed the "Southern Confederacy."

7. The ship "Flying Cloud" has just arrived in New Haven. It first took a cargo from Bristol, England, to Nankin, where it received freight for Naples, from which port it sailed to New Orleans, thence to New Haven. Describe the voyage, mentioning the various waters passed through, the different directions sailed; also the suitable freight taken at each port for such a voyage.

8. Where and what are the British Isles? Great Britain? The British Provinces? British America? The British Empire?

Name and locate five principal commercial cities of the British Empire.

9. Mention the different states, countries, important places, waters and mountains situated in part, or wholly, between the parallels of 40 and 42 degrees, north latitude.

10. Say what you can of Australia.

HISTORY OF THE UNITED STATES.

1. Give an account of the discoveries made by the following persons:—

1. Christopher Columbus. 2. Ponce de Leon.
3. Balboa. 4. Verrazani. 5. Gosnold.

2. Give an account of John Smith's management of affairs and his personal experience in the settlement of Virginia.

3. By whom and where were the early settlements made in the eastern part of Massachusetts?

4. Describe the part taken by Washington in the French and Indian War.

5. Describe the siege of Quebec.

6. Name some of the acts of injustice, on the part of Great Britain, which led to the war of the American Revolution.

7. What do you understand by the "Navigation Act;" "Writs of Assistance;" "Stamp Act;" and "Declaratory Act."

9. Give an account of the battle of Bunker Hill.

10. Describe Arnold's attack on New London and Fort Griswold?

SPELLING.

Vociferous,	Rugged,	Movable,	Sponge,
Receptacle,	Prattling,	Noticeable,	Sieve,
Preferred,	Sirlain,	Perceptible,	Knoll,
Conceit,	Surname,	Retrieve,	Ohaise,
Privilege,	Separate,	Conceive,	Valise,
Symmetry,	Parallel,	Capacity,	Rehearse,
Feigning,	Pecuniary,	Nuisance,	Lettuce,
Maneuver,	Supersede,	Freight,	Minute,
Pursuit,	Concede,	Skein,	Prejudice,
Persuade,	Proceed,	Soap,	Prairie,
Biscuit,	Forfeit,	Hypocrisy,	Harriet,
Victuals,	Police,	Emily,	Esther.
Philip,	Frances,		

ANNUAL EXAMINATION

LATIN PREPARATORY DEPARTMENT,

APRIL 19th TO 23d, 1869.

CLASS I.—LATIN.

1. Translate "*Æneas urbem condidit, quam in honorem conjugis Lavinium appellavit.*" Parse the accusatives.
2. Inflect *annus, exercitus, foedus, pugna, moenia.*
3. Write the Principal Parts of *facio, disco, cresco, habes, eo.*
4. Translate "*Virtutes hominibus decori sunt.*" Give the rule for the datives.
5. Compare these adjectives: *magnus, fortis, primus, acer.* Inflect *duo.*
6. "*Hanc rogabant, ut viam in arcem monstraret.*" Parse *monstraret.* What does the Subjunctive Mood express?
7. Inflect *teneo* in the Present and Perfect Indicative, and Present, Imperfect, and Perfect Subjunctive, Active.
8. "*Dyonysius tyrannus expulsus est.*" Parse the nouns.
9. Inflect *conjux, rex, civitas, mulier, virgo.*
10. "*Ad eorum vagitum.*" Parse *eorum.* Write its full inflection.

CLASS II.—LATIN.

1. How is the gender of Latin nouns determined? Give the general rules for gender.
2. Give the terminations of the nouns of the 1st, 2d, 4th and 5th Declensions.
Decline *Dies.*
3. Give the terminations of nouns of the 3d Declension.
Decline *Mare.*
4. Translate *Apud Herodotum, patrem historię.* Parse each word in the preceding phrase.

5. Give the rule for the Ablative governed by Prepositions. Parse *Amnem*, in the phrase, *In amnem*.
 6. Translate, *Triumphī clarissimī*. Parse the adjective.
 7. Translate, *Peritūs dux*. Parse *Peritūs*. Decline *Dux*.
 8. Translate, *Circa eandem horam*. Parse *Eandem*. Parse *Horam*. Decline *Idem*.
 9. Translate *Hic vir*. Parse *Hic*.
 10. Translate *Faustulus quidam*. Decline the noun. Parse the pronoun.
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CLASS III.—LATIN.

1. Define Proper, Common, Collective, Abstract and Material Nouns.
 2. Write the rules for Gender.
 3. Write the Cases and their English equivalent; also tell what cases are *alike*.
 4. How many Declensions have nouns, and how are they distinguished from each other?
 5. Decline *Mensa*, *Servus*, *Puer*, *Ager* and *Templum*.
 6. Decline *Nubes*, *Avis*, *Ascanius*, *Sol* and *Corpus*.
 7. Decline *Fructus*, *Cornu*, *Dies* and *Spes*.
 8. Decline *Bonus*, *Liber*, *Æger*, *Acer*, and *Tristis*.
 9. Translate, and parse the words in the sentence, "*Apud Herodotum, patrem historiæ*."
 10. Translate, and parse the words in the sentence, "*Post Romuli mortem*."
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CLASS I.—ARITHMETIC.

1. Add $\frac{3}{4}$ of 11 to $\frac{1}{4}$ of 9; from this sum subtract $\frac{1}{2}$ of 3; multiply the remainder by $\frac{1}{4}$ of 1, and divide the product by $\frac{1}{4}$ of $\frac{1}{7}$. What is the quotient?
2. Divide 1.03 by 315.125 to four insignificant figures in the quotient. Give the answer in both figures and words.

3. A person bought a yard of silk and a yard of muslin for \$2 $\frac{1}{2}$. Now, allowing that the muslin was worth only $\frac{2}{3}$ as much per yard as the silk, how many dollars was each worth per yard?

4. Define Ratio and Proportion, and write 4 $\frac{1}{2}$, 7 $\frac{1}{2}$, 6 $\frac{1}{2}$, and 5 $\frac{1}{2}$ in proportion.

5. What is the amount of \$95.63 from Jan. 1, 1855, to Oct. 31, 1856, at 8 $\frac{1}{2}$ per cent?

6. A note for \$197.64, dated Jan. 19, 1856, and payable in 60 days, was discounted at a bank, Jan. 21, 1856. When was it due, and how much was received on it?

7. The account books of Henry Clark and George Barton show that

CLARK OWES BARTON
\$328.14 due Oct. 1, 1857.
425.96 " Nov. 3, 1857.
604.50 " Nov. 25, 1857.

AND THAT BARTON OWES CLARK
\$148.16 due Sept. 28, 1857.
452.19 " Oct. 17, 1857.
88.75 " Dec. 1, 1857.

What is the equated time for payment?

8. John Williams has sent me \$3,550 with which to buy flour, after deducting my commission of 2 $\frac{1}{2}$ per cent. on the amount expended. What will be my commission, and how much ought I to expend for flour?

9. What is the Compound Interest of \$500 for 2 years, 6 months, 18 days, at 6 per cent., interest payable semi-annually?

10. Paid \$6 per yard for a piece of lace; how shall I mark the same to enable me to fall 10 per cent. from the marked price and yet gain 20 per cent. on the cost?

CLASS II.—ARITHMETIC.

1. State the difference between a Multiple and a Divisor. Give the Table of Square Measure.

2. How much will it cost to build a rod of wall at $\frac{1}{4}$ of a dollar per ft?

3. How many bottles, each containing 1 quart, 1 $\frac{1}{2}$ pints, can be filled from 9 hhd.?

4. What will it cost to carpet a room, 30 ft. long, and 7 $\frac{1}{2}$

ft. wide; the carpet being $\frac{1}{4}$ of a yd. in width and costing \$4 per yd.?

5. How many times will a wheel 9 ft. and 6 in. in circumference, turn around in running from Boston to Worcester, a distance of 44 m. 4 fur.?

6. If $\frac{1}{4}$ of a hhd. of oil is worth \$45, what is the value of the remainder?

7. Add $\frac{1}{2}$ of 11 to $\frac{1}{4}$ of 9,—from their sum subtract $\frac{1}{3}$ of 3,—multiply the remainder by $\frac{1}{2}$ of 1,—divide the product by $\frac{1}{3}$ of 4. What is the quotient?

8. At .0001 of a cent each, how many tacks can be bought for \$200?

9. Multiply two thousandths by two ten thousandths.

10. Divide 53.7 acres of land into house lots, each containing .375 of an acre.

• CLASS III.—ARITHMETIC.

1. What is Reduction? Give the rule for Reduction Ascending.

2. Write the Table for Long Measure.

Reduce 376487 seconds to higher denominations.

3. What is the greatest Common Divisor?

Find the greatest common divisor of 2520 and 6237.

4. Find the least common multiple of 35, 50, 75, 90.

“ “ “ “ “ “ 16, 25, 49, 51.

5. What is the value of a fraction? How is the value altered by any change in the numerator or denominator.

6. Write the rule for reducing a fraction to its lowest terms. Reduce the following fractions to their lowest terms:

$\frac{1}{11}, \frac{1}{11}, \frac{1}{11}, \frac{1}{11}, \frac{1}{11}, \frac{1}{11}$.

7. Reduce $\frac{1}{2}$ of $\frac{1}{4}$ of $\frac{1}{11}$ of $\frac{1}{2}$ to a simple fraction. Multiply $2\frac{1}{2}$ by $1\frac{1}{2}$.

8. Give the rule for dividing a fraction by a fraction. Divide $\frac{1}{2}$ of $\frac{1}{3}$ of $\frac{1}{4}$ by $\frac{1}{2}$ of $\frac{1}{4}$.

9. Give the rule for reducing a complex fraction to a simple one. Reduce $\frac{5\frac{1}{2}}{7\frac{1}{2}}$ to a simple fraction.

10. How many pounds, ounces, etc., of medicine will an apothecary use in preparing 974 prescriptions of 15 grains each?

CLASS I.—HISTORY.

1. What discoveries were made by the Cabots?
2. Who composed the London Company? What settlement was made under their auspices?
3. Give an account of the settlement of Massachusetts.
4. Give an account of the Pequod War.
5. What occasioned the French and Indian War?
6. What were the events of 1757?
7. Give an account of the treaty of peace ending the French and Indian War.
8. Give an account of the Stamp Act and the attempt to enforce it.
9. Give an account of Clinton's secret expedition.
10. What effect did the tidings of Burgoyne's surrender have in England?

CLASSES II. AND III.—GEOGRAPHY.

1. Name and describe the rivers of New England.
2. Name the mountains of South America, other than the Andes, and give their situation.
3. What are the principal peaks of the Grampian Hills?
4. Locate the following bodies of water: Barnes' Sound, Gulfs of Aden, Martābar, Zuyder Zee, Saginaw.
5. Name the Islands in the Mediterranean.
6. Describe the Saginaw and Saguenay rivers.
7. Name the lakes of Maine.
8. Locate the following capes: Passaro, Clear, Keweena Pt., Chatham, The Naze, Cambodia, May, Prince of Wales, Brewster, and Montauk Pt.
9. Name the Middle States and give their Capitals.
10. Name and locate the mountains of Africa.

ANNUAL EXAMINATION OF HIGH SCHOOL,

APRIL 19th TO 23d, 1869.

ENGLISH GRAMMAR.

1. Write a sentence containing all the parts of speech. Write a Declarative, an Imperative, an Explanatory, and an Interrogative sentence.

2. Correct the following sentences, viz. :

(a) Both this dress and the other is finished, but neither of them fit well.

(b) He can neither learn easy or speak grammatical.

In sentence (a) parse the word neither, and in sentence (b) the words neither and speak.

3. Write three sentences containing respectively a transitive, an intransitive, and a neuter verb.

4. Analyze the following sentence :

South Carolina seceded from the Union on the twentieth day of December, in the year 1860.

5. State what property of a good style is violated and make the needful corrections in each of the following sentences, viz. :

Howe discovered the Sewing Machine.

He not only studies Arithmetic, but also Geography.

It is a subject that I have given no attention to.

6. Write a sentence containing the word Duty, personified.

7. Parse the italicized words in the following extract :

We take no note of time

But from its loss. To give it then a tongue,

Is wise in man. As if an angel *spoke*,

I feel the solemn sound.

8. Write one simple, one compound, and one complex sentence.

9. Write an analysis for a description of Natural Scenery.

10. Write a description according to the analysis already drawn.

ENGLISH LITERATURE.

1. Name three Historical Anglo-Saxon Poems. Narrate the circumstances under which Caedmon first wrote.

What modern verses are of similar origin ?

2. Give some account of the *Gesta Romanorum*. Mention instances in which subsequent writers have borrowed from them.

3. Two French dialects of the Middle Ages. Names by which the poets of each were known. Distinguish between the *Fabliaux* and the *Chivalrous Romances*.

4. Names of Chancer's Translations ; of his minor original pieces. Plan of the *Canterbury Tales*. Catalogue of the *Pilgrims*.

5. What is the earliest book of English prose ? When and by whom was printing introduced into England ? By whom was the first complete translation of the Bible made ? Its date ?

6. Name and date of our earliest comedy ; of our earliest tragedy ?

Source whence Shakspeare obtained the plot of the following plays : *Merchant of Venice* ; *Taming of the Shrew* ; *Midsummer Night's Dream* ; *Macbeth* ; *Hamlet*.

7. Give an outline of Milton's life. Mention five of his principal writings.

8. Locate the following :

"The quality of mercy is not strained ;
It droppeth, as the gentle rain from heaven,
Upon the place beneath."

"gives to airy nothing
A local habitation and a name."

"the grief that does not speak,
Whispers the o'er fraught heart and bids it break."

"Frailty, thy name is woman !"

"Thus conscience does make cowards of us all."

"Or, if Virtue feeble were,
Heaven itself would stoop to her."

"If to her share some female errors fall,
Look on her face, and you'll forget them all."

9. Give Pope's lines upon Addison.

10. Origin of the expression "Strawberry Preachers."

Name the authors of the following :

The first English Sonnets ; Utopia ; A Mirror for Magistrates ;
Arcadia ; Rasselas ; Tale of a Tub.

HISTORY.

1. Causes which led to the Reformation. Date and place of birth of its leader. Who was Emperor of Germany at the time ? Names of eminent Reformers in Switzerland, England, and Scotland.

2. Give the line of English Sovereigns from Henry VII. to the present time, mentioning the royal house of each.

3. Assign the following events to their proper country and reign : Establishment of the Inquisition ; Passage of the Edict of Nantes ; Execution of Counts Egmont and Van Hoorn ; Battle of Culloden. What was the Peace of the Pyrenees ? The Berlin Decree ?

4. Mention five European Sovereigns who died by violence. Place and manner of their death.

5. How were these individuals connected with European History ? Sully, Mazarin, Madame de Maintenon, Lady Jane Grey, Duke of Marlborough, Andrew Hofer ?

6. What Coalitions were formed against France in the time of Napoleon Bonaparte ? Mention one important battle of each campaign.

7. When was Hanover separated from England, and why ? When were the Bourbons established upon the Spanish throne ? How has their succession been interrupted ?

8. In what European Wars were the North American Colonies involved ? Their respective names on both continents. "Peace" by which each was terminated.

9. Give an account of the settlement of Connecticut, and early history of New Haven.

10. In what wars have the United States been engaged since the Revolution ? The causes and length of each. Name two important battles in each and the commanding generals.

PHYSICAL GEOGRAPHY.

1. Explain the change of seasons.
 2. The stratified rocks.
 3. The Recent Period.
 4. The importance of the nature of a coast and of the relative amount of coast line as physical features of a continent. The relative rank of the different grand divisions in this respect.
 5. Coral islands and formations.
 6. The Pacific Mountain system of North America.
 7. The utility of mountains.
 8. The Llanos of the Orinoco.
 9. The geographical distribution of volcanoes.
 10. Petroleum Springs.
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NATURAL PHILOSOPHY.

1. The different kinds of molecular attraction. In what respects do they resemble each other and in what do they differ?
2. Consider the method and the advantage of transmitting power by a system of wheels.
3. The theory and elements of circular motion.
4. Currents of water in pipes and rivers.
5. Important conditions for a good audience room.
6. Relation of the boiling point to superficial pressure.
7. Principles of warming and ventilation.
8. What must be the horse power of a locomotive engine which moves at the rate of 30 miles an hour, the weight of the train being 25 tons, and the resistance from friction at the rate of 8 lbs. for every ton?
9. How great a pressure is produced by a power of 1 pound with one of Hunter's screws, worked by a lever which describes a circle of 75 inches; the threads of the larger screw being half an inch apart and those of the smaller one-third of an inch, $33\frac{1}{3}$ per cent. of the pressure being deducted for friction?
10. A stream flows from a hole in the bottom of a vessel with the velocity of 6 feet in a second. The hole has an

area of 5 square inches, and the vessel is emptied in 15 seconds. How much water does the vessel hold?

FRENCH, CLASS I.

1. When the regimen of the verb, either direct or indirect, is a pronoun, what is its position, and if there are two such regimens, what is their relative position? Give examples. When two regimens, a direct and indirect, follow the verb, what is their relative position. Examples.

2. Rules for the agreement of the past participle. Translate the following phrases and give the reason for the agreement or non-agreement of the participle. Are those the ladies whom you have seen? They are the ladies to whom we have spoken? Have you read the letters which I brought to you? I have read them; they are well written.

3. What is a reflexive verb? Give an example containing a reflexive verb answering to the English passive; one in which the reflexive pronoun expresses possession. Write the past indefinite tense of the reflexive verb *s'ennuyer*, negative form.

4. Rule for the formation of the future tense and exceptions.

5. Explain the use of the past definite tense; the imperfect.

Translate into French—

At what hour did your sister rise yesterday. I do not know, she rose this morning at six. When we lived in the country we used to go to bed at nine o'clock.

6. How form the subjunctive present?

Write an example in each conjugation.

7. Translate the following phrases, giving the rule for the use of the subjunctive. *Je regrette qu'il soit obligé de travailler au dessus de ses forces. Je vous prête le meilleur chapeau que j'aie, à condition que vous me le rendiez demain.*

8. What is the rule for the use of *ne* in the sentence, *Nous craignons fortement que la pluie ne nous empêche de remplir nos engagements.*

9. When is the pronoun *ce* to be used as the subject of the verb *être*?

Give examples.

10. Write the verb *savoir*.

FRENCH, CLASS II.

1. Write the four forms of inflection of the partitive article.

2. Give the rules for the number of nouns.

3. Write the feminine plural of these adjectives; *fou, franc, nul, bon, heureux, frais, doux, blanc, vieux, public*.

4. How are comparisons of quality expressed? Of quantity?

Examples of each.

5. Name the indefinite pronouns and inflect *l'un et l'autre*.

6. What are the principal parts of a French verb. Give the principal parts of *donner, faire, savoir, boire, prendre, aller, ouvrir, mourir, lire, dormir*.

7. Rule for forming the present subjunctive; exceptions. Inflect the present subjunctive of *finir, avoir, mourir, tenir, recevoir* negative.

8. How are interrogative sentences formed?

Translate—Do the children receive a letter from their mother? Has your brother sent his friends a present? What were your friends reading when you saw them?

9. Rules for the place of the adjective.

Translate—The lame soldier and his blind son are very poor. The professor has good books and my father has interesting books. He has bought the dearest cloth. He has finished a painful task. A truly polite child is polite to his inferiors.

10. Translate the following sentences and give the rule for the use or omission of the article. *Un ami ne peut être bien connu dans la prospérité ni se cacher dans l'adversité.*

Ce ruban coûte cinq francs le mètre.

On dit que je suis fils d'Achille.

Je pars pour le Portugal la semaine prochaine.

Le blanc et le noir sont deux couleurs opposées.

G E R M A N.

1. What classes of nouns are included under each declension? Illustrate each declension by the inflection of some regular noun.

2. Write the declension of *der Nachbar, der See, der Wald, die Frau, das Auge, das Jahr, das Schaf, das Regiment*. Assign each to its proper declension and note any irregularities.

3. Give the gender of the following nouns with reasons for the distinction. *Montag, Diamant, Regen, Teppich, Sonne, Freiheit, Schlacht, Eisen, Trinken, Gemälde.*

4. Translate into German—

I come from England and I go to France. We stay at home on account of the rain. Henry the Fifth, King of England, the son of Henry the Fourth, married Catherine, the daughter of Charles the Sixth, King of France. These dresses are for both my sisters.

5. Synopsis of *Haben*, subjunctive 3d singular. Imperative of *Sein*. 2d Conditional of *Werden*. 2d Future Subjunctive of *Loben*. Present Indicative of *Mögen*.

6. Translate—

Die Mutter sah nach den Kleinen und brachte ihnen ihr Vesperbrod. Es ist heiss! sagte der Bursche, und das kleine Mädchen langte begierig nach den rothen Kirschen. Seid nur vorsichtig, Kinder, sprach die Mutter, lauft nicht zu weit vom Hause, oder in den Wald hinein, ich und der Vater gehn aufs Feld hinaus. Der junge Andres antwortete: o sei ohne Sorge, denn vor dem Walde fürchten wir uns, wir bleiben hier beim Hause sitzen, wo Menschen in der Nähe sind.

7. Illustrate each declension of adjectives by the full inflection of *klein* in all genders.

8. Correct errors in the following sentences and give reasons. *Mein Schwester war unrecht und sie hat nun sehr un glücklich.*

Der Haus steht auf eine hohes Berg.

Kennen Sie dass die Vater des Herr Schmidts hat gewesen krank?

Diejenigen, welche versprechen, nicht die Wahrheit verdient keinen Vertrauen.

Wenn das Lehrer wollen nicht kommen, er können nicht sehen alle die Knaben.

9. Translate into German—

The butcher has been obliged to sell the meat.

He was not allowed to remain.

A false man is feared by everybody.

Which of these three sticks is the longest?

He remembers me.

Here is the glass out of which the King has drunk.

10. Reading for pronunciation.

LATIN READER.—CLASS I.

1. Translate—

Tarquinius expulso, consules cœpere pro uno rege duo creari, ut, si unus malus esset, alter eum coaceret. Annum iis imperium tributum est, ne per diuturnitatem potestatis insolentiores redderentur. Fuerunt igitur anno primo, expulsis regibus, consules Lucius Junius Brutus, acerrimus libertatis vindex, et Tarquinius Collatinus.

2. Compare *malus*, *insolentiores*, *primo*, and *acerrimus*, and state which are irregular in comparison. Syntax of *Tarquinius* and *regibus*. What is the ablative absolute used to denote? What does it denote here, and how may it be translated?

3. Parse *cœpere*, *duo*, and *anno*. Give the reason of each subjunctive. Give the nine adjectives which have their genitive in *ius*.

4. Translate—

Inde Hispanias petiit, ibique Pompeii legiones superavit; tum in Græcia adversum Pompeium ipsum dimicavit. Primo proelio victus est et fugatus; evasit tamen, quia, nocte interveniente. Pompeius sequi noluit; dixitque Cæsar, nec Pompeium scire vincere, et illo tantum die se potuisse superari.

5. Give the principal parts of all the verbs. Inflect the

present tense of *noluit*. Syntax of the infinitives *sequi*, *scire*, *vincere*, *potuisse*, and *superari*.

6. Translate—

Philippus, quum magnam gloriam apud omnes nationes adeptus esset, Olynthios aggreditur. Hanc urbem antiquam et nobilem excindit, et præda ingenti fruitur. Inde auraria in Thessalia, argenti metalla in Thracia occupat. His ita gestis, forte evenit, ut eum fratres duo, reges Thraciæ, disceptationum suarem judicem eligerent. Sed Philippus ad iudicium, velut ad bellum, instructo exercitu supervenit, et regno utrumque spoliavit.

7. Parse adeptus esset, giving the reason of the subjunctive. Syntax of præda. Give the gender and declension of the first ten nouns. In what direction from Macedonia are Thessaly and Thrace? Parse *iudicem*, *exercitu*, *regno*.

8. Ægyptii, olim Persarum opibus infensi, Alexandrum læti receperunt. A Memphi rex in interiora penetrat; compositisque rebus ita, ut nihil ex patrio Ægyptiorum more mutaret, adire Jovis Ammonis oraculum statuit. Quatriduo per vastas solitudines absumpto, tandem ad sedem consecratam deo ventum est, undique ambientibus ramis contactam. Regem propius adeuntem maximus natu esacerdotibus filium appellat, *hoc nomen illi parentem Jovem reddere* affirmans.

9. How is læti here used? Where was Memphis? What direction from that to the temple of Jupiter Ammon? Parse *nihil*, *more*, *mutaret*, *ventum est*, *natu*.

Write the synopsis of *recipio*.

LATIN READER, CLASS II.

1. Translate—Socrates parens philosophiæ dicitur.

Studia adolescentiam alunt senectutem oblectant.

Quædam bestiolæ unum diem vivunt.

Se deus obtulit omnia Mercurio similis vocemque caloremque.

Conservate, iudices, hunc hominem.

2. Inflect, deus, bestiola, vocem, tempus, diem.

3. In each declension give case endings for gender. Third declension, exceptions in *o*; in *s* preceded by a consonant.

4. Give nominative endings of adjectives. Inflect *omnis*; *totus*; compare *similis*, *superus*, *minor*, *gratior*.

5. Different classes of pronouns. Example of each.

Inflect *Ego*, *Hic* *Qui*.

6. Give endings of the Future Indicative Active, Imperfect Subjunctive Passive, Pres. Infinitive Passive, in the four conjugations.

7. What are derived from the Present System? the Perfect? the Supine System?

8. Where are the principal parts found? Principal parts of *pingo*, *habeo*, *disco*, *convenio*, *regno*?

9. Give a synopsis in the third person sing. of *pingo*. Give all of the imperative, infinitives, and participles.

10. Rule for Appositives; Genitive with nouns; Dative after verbs; Accusative with prepositions; Vocative, Ablative of cause, &c.

LATIN READER AND VIRGIL. (300 lines).

1. Translate—

Tarquinio expulso, consules cœpere pro uno rege duo creari ut, si unus malus esset, alter eum coereret. Annum iis imperium tributum est, ne per diuturnitatem potestatis insolentiores redderentur. Fuerunt igitur anno primo, expulsis regibus, consules Lucius Junius Brutus, acerimus libertatis vindex, et Tarquinius Collatinus.

2. Compare *malus*, *insolentiores*, *primo*, *acerrimus*, and state which are irregular in comparison. Syntax of *Tarquinio* and *regibus*. What is the ablative absolute used to denote? What does it denote here and how may it be translated? Parse *cœpere* and *duo*. Give the reason for each subjunctive. Give the nine adjectives which have their genitive in *ius*.

3. Translate—

Deinde Hispanias petiit, ibique Pompeii legiones superavit; tum in Græcia adversum Pompeium ipsum dimicavit. Primo

prælio victus est et fugatus; evasit tamen, quia, nocte interveniente, Pompeius sequi noluit dixitque Cæsar, nec Pompeium scire vincere, et illo tantum die se potuisse superari.

4. Give the principal parts of all the verbs. Inflect the present tense of *noluit*. Syntax of the infinitives *sequi*, *scire*, *vincere*, *potuisse* and *superari*.

5. Translate—

Vix e conspectu Siculae telluris in altum
Vela dabant læti, et spumas salis ære ruebant,
Cum Juno, æternum servans sub pectore vulnus,
Hæc secum : Mene incepto desistere victam,
Nec posse Italia Teucrorum avertere regem ?
Quippe vetor fati. Pallasne exurere classem
Argivum atque ipsos potuit submergere ponto,
Unius ob noxam et furias Ajacis Ollei ?

7. Gender and declension of *tellus* and *salis*. Parse *læti*, *ære*. What figure of rhetoric is employed in the use of the word *ære*? Parse *vulnus*, and explain to what it refers. Syntax of *desistere*. Who was *Pallas*? Principal parts of *exurere*.

8. Scan and prove the last two lines.

9. Huc septem Æneas collectis navibus omni
Ex numero subit ; ac magno tulluris amore
Egressi optata potiuntur Troes arena
Et sale tabentis artus in litore ponunt.
E primum scilicet scintillam excudit Achates
Succipitque ignem foliis atque arida circum
Nutrimenta dedit rapuitque in fomite flamma.
Tum Cererem corruptam undis Cerealiaque arma
Expediant fessi rerum, frugesque receptas
Et torrere parant flammis et frangere saxo.

Parse *navibus*. How many are included in *omni numero*? Parse *amore*, *arena*. What distinction in the meaning of *primum* and *primus*? Explain the use of the word *Cererem*.

10. Give the rules for the quantity of final vowels.

VIRGIL.—CLASS I.

1. Give a summary of the First Book of the *Æneid*.
2. Explain the allusions in the following expressions : Judi-

cium Paridis: rapti Ganymedis honores: facti de nomine Byrsam: Atridas, Priamumque, et sævum ambobus Achillen; quem tum vates Cassandra moveret?

3. Translate,

Imperium Dido Tyria regit *urbs* profecta,
Germanum fugiens. Longa est injuria, longae
Ambages; sed summa sequar fastigia rerum,
Huic conjux Sychaeus erat, ditissimus *agri*
Phoenicum, et magno *miseras* dilectus amore.

Give Syntax of italicised words. Who is meant by Germanum? Derive Ambages; fastigia.

4. Explain the following:—

Maia genitum; Phœbi soror; Saturnia; Tydides; Æacides; Parcas; Tyrios bilingues; Cytherea; tela Typhoia: geminosque Triones.

5. What customs are referred to by discumbitur ostro, Book I, line 700; vina coronant, line 724; implevitque mero patram, line 729; salsae fruges, Book II, line 133; vittasque resolvit sacrati capitis, Book III, line 370?

6. Give derivation of ilicet, ovantes, duplex, aligerum, Trojuna, infandum.

Synonyms of mare, with distinctions of meaning. Distinguish between arma and tela.

7. Translate,

O miseri! quae tanta *insania*, cives?
Creditis avectos hostes? aut ulla putatis
Dona carere *dolis* Danaum? Sic notus Ulixes?
* * * * *

Equo ne credite, Teucri,
Quidquid id est, timeo Danaos et dona ferentes.
* * * * *

Polydorum obtruncat, et *auro*
Vt potitur, *Quid* non mortalia pectora cogis,
Auri sacri fames?

Syntax of italicised words. Which of the above lines have become proverbial?

8. Syntax of litandum, Book II, line 118; parto, line 578; servitum, line 786.

What figure of Syntax in line 54, Book II?

Syntax of *Sepulto*, Book III, line 41; *Velare*, line 405; *loca*, line 414.

Synonyms of *dicere*, *litus*. Compare *imua*.

9. Translate,

qui deinde, secutus
Ledaem Hermionem, Lacedæmoniosque hymenæos,
Me famulo famulamque Heleno transmisit habendam.
Ast illum, ereptæ magno inflammatus amore
Conjugis, et scelerum Furiis agitatus, Orestes
Excipit incautum, patriasque obruncat ad aras.
Morte Neoptolemi regnorum reddita cessit
Pars Heleno.

Who was Hermione? Why called Ledaem? Who was Orestes? Explain *scelerum Furiis agitatus*. Who was Neoptolemus? By what other name known? What retribution in the manner of his death?

10. Scan lines 210, 211, Book III, and apply the rules.

ALGEBRA.

1. Define a Coefficient, Exponent, Residual, Identical Equation, Term, Member, Homogeneous Quantity, Multiplication. Show why we add exponents; why — multiplied by — gives +.

2. Given $\frac{6x+18}{13} - \frac{45}{5} - \frac{11-3x}{36} = 5x - 48 - \frac{13-x}{12} - \frac{21-2x}{18}$, to find the value of x .

3. a^2 = What? Give explanation. a^{-2} = What? Show the signification of negative exponents? Reduce $\frac{12^2 a^2 b c^{-2} d}{6^2 a b^{-1} c}$ to the form of an integral quantity.

4. Define Elimination; mention the principal methods, and write the rules for the same.

5. Given $\left\{ \begin{array}{l} cx+y+az=a+ac+c \\ c^2x+y+a^2z=3ac \\ acx+2y+acz=a^2+2ac+c^2 \end{array} \right\}$ to find x .

How many independent equations must an example contain?

6. A number is expressed by three figures, and the sum of these figures is 6; the figure in the place of units is three

times that in the place of hundreds, and when 198 is added to this number, the sum obtained is expressed by the figures of this number reversed. What is the number?

7. What is the fifth power of $5a-2c$?

8. Extract the cube root of $x^3-12x^2+60x^4-160x^3+240x^2-192x+64$, and the square root of the result.

9. Multiply $\sqrt{\frac{a}{b}}$ by $\sqrt{\frac{a^3}{x}}$. Given $x+2=\sqrt{4+x\sqrt{64+x^3}}$

to find x .

10. Given $\left(\frac{6^2+y}{y}\right)^2 + \left(\frac{6+y}{y}\right) = 30$, to find y .
 $\left\{ \begin{array}{l} x^2+y^2-x-y=78 \\ xy+x+y=39 \end{array} \right\}$ to find x and y .

GEOMETRY.

1. Define a point, a plane, a scalene triangle, a rhombus, a trapezoid.

2. Through the middle point of a straight line draw a perpendicular; derive and demonstrate a proposition.

3. Derive a rule for finding the sum of all the interior angles of a triangle.

4. There are two sets of proportional quantities. Show what relation exists between the products of corresponding terms.

5. Show how an inscribed angle may be measured.

6. Let a straight line bisect the vertical angle of a triangle dividing the base into two segments. Form and prove a proportion of which the segments shall be two of the terms.

7. Upon a given straight line, describe a segment of a circle which shall contain a given angle.

8. Find the value of the rectangle which may be formed when the angle of a triangle is bisected by a line which cuts the base.

9. Investigate the ratio of the circumferences of circles to each other; also their areas. Find the area of a circle whose radius is unity (Book VI, Prop. XIII, Cor. 4).

10. Cut two straight lines by parallel planes. Derive and demonstrate a proposition.

TRIGONOMETRY.

1. Define Trigonometry; Logarithms. Explain Brigg's System. Rules that govern the use of Logarithms. Explain the Arithmetical Complement.
2. Prove that $\sin 33^\circ = \frac{1}{2} R$.
3. Given two sides and an angle opposite one of them, to find the third side and remaining angle. What ambiguity may arise?
4. When the three sides of a triangle are given show how the angles may be found.
5. Demonstrate how the angles may be found from the formula.
6. Give values of sines, cosines, &c., in the different quadrants of circles.
7. Expressions for the sines and cosine of the sum and difference of two arcs.
8. Prove that the *sum* of the *sines* of two arcs is to their difference, as the tangent of half their sum is to the tangent of half their difference.
9. Prove that $\tan(45^\circ - b) = \frac{1 - \tan. b.}{1 + \tan. b.}$
10. Show how a table of natural sines, cosines, tang. and cotang. is formed.

BOOK-KEEPING.

1. Write Promissory Notes, payable to bearer, on time; payable to bearer, on demand; payable to order, on time; and payable to order, on demand.
2. Write an order, a draft, and a set of exchange.
3. Write a receipt for money paid on account, in full of accounts, and to be endorsed upon a note.
4. For what are Bills Receivable and Bills Payable Accounts debited and credited?

5. Write the Rules for Journalizing.

6, 7, 8, 9, 10. Write the Day Book, Journal, Ledger, and Trial Balance for the following transactions :

CINCINNATI, August 1, 1867.

Inventory of the joint effects of Henry Skilful and O. P. Luckless, Luckless to do the business and share two-thirds of gains or losses. Firm to be styled Skilful & Luckless.

Skilful's Effects.

Cash in Commercial Bank,	\$2,000.00	
Merchandise, per sales book,	4,000.00	\$6,000.00

Luckless' Effects.

Cash,	1,000.00	
Cash in Commercial Bank,	2,000.00	
J. C. Pierpont owes him on account, which he guarantees,	3,000.00	6,000.00

—————8—————

Shipped by steamer Little Bend, Norton, and consigned to Fellows Co., to be sold on our acc., an assortment of Cloths and Cassimeres, per I. B.,		1,500.00
--	--	----------

—————9—————

Bought of P. Cashman per check on C. Bank, Fellows & Co's order, for their acc. and risk, merchandise,	2,500.00	
Our Commission a $1\frac{1}{4}$ per cent.,	37.50	2,537.50

—————10—————

Accepted Lambert's Bill of Exchange on O. P. Luckless, 10 days' sight, Wood & Co's favor,		3,000.00
---	--	----------

—————15—————

Sold to J. Backus, merchandise,	1,200.00	
Received Check on Commercial Bank, which we have deposited,		800.00
Balance on account,		400.00

—————20—————

J. C. Pierpont having failed, compounded with me at 5 per cent. on \$3,000, which I guaranteed.

Rec'd a draft on Peter Mix at 15 days,	150.00	
Lost balance,	2,850.00	3,000.00
—————23—————		
Paid T. Lambert's Bill of Exchange on		
O. P. Luckless, acpt. 10th, Cash,	700.00	
Check on Commercial Bank,	2,300.00	3,000.00
—————24—————		
Sold to William Wyrte & Co., on acc.		
merchandise,		500.00
—————26—————		
Bought of Peter Truefit, merchandise,	500.00	
Paid him Draft on W. Wyrte & Co., at		
sight,		500.00
—————28—————		
Sold to J. Banderbilt, merchandise, for		
Cash,		361.00
—————29—————		
Received on account sales, from Fel-		
lows & Co., of Cloths and Cassi-		
meres shipped to them on 8th inst.,		
being damaged before sale; net pro-		
ceeds,	750.00	
Loss on shipment,	750.00	1,500.00
—————30—————		
Sold to J. C. Smith our draft on Fel-		
lows & Co. at $\frac{3}{4}$ per cent. discount,	3,287.50	
Received in payment, his note, 30 days,		1,500.00
Cash for balance,		1,775.17
Discount,		12.33
—————31—————		
Paid Store expenses this month,		175.00

Inventory.

Merchandise,	1,134.00	
Cash,	2,261.17	
Sundry notes,	1,650.00	5,045.17

TABLE III.

A Summary of the Ages of Scholars between 5 and 16 years, in all the Schools, during the Winter Term, ending April 23rd, 1869.

SCHOOLS.	Bet. 5 and 6.	6 and 7.	7 and 8.	8 and 9.	9 and 10.	10 and 11.	11 and 12.	12 and 13.	13 and 14.	14 and 15.	15 and 16.	16 and over.	Total.
High School,							13	13	38	28	27	61	180
Webster,	14	28	45	69	67	76	91	84	73	60	23	7	637
Eaton,	16	31	51	65	76	68	83	76	59	60	24	15	624
Wooster,	29	29	53	84	84	75	77	70	65	29	21	8	624
Dwight,	17	54	50	67	72	78	63	85	76	50	42	15	669
Skinner,	26	62	62	90	69	73	73	61	53	26	13	6	614
Washington,	5	15	27	38	51	68	63	64	49	44	14	3	441
Hamilton,	30	51	82	73	60	59	55	49	34	19	5	3	520
Dixwell,	27	32	63	40	34	40	42	24	14	5	0	1	321
South St.	22	44	55	64	55	42	21	11	5	.....	.....	.....	319
Fair St.	11	30	40	38	38	26	14	9	4	2	.....	.....	212
Goffe St.	4	9	17	13	18	11	9	20	9	7	6	17	140
Mt. Pleasant,	18	24	34	27	24	21	5	4	2	.....	.....	.....	159
Division St.	4	7	7	9	15	13	11	9	8	5	3	.....	90
Elm St.	9	12	30	19	15	19	18	11	5	1	.....	1	140
Whiting St.	13	15	14	14	13	14	7	8	4	2	1	0	105
City Point,	7	1	5	5	7	6	2	3	1	.....	.....	.....	36
Broad St.	3	15	10	6	2	.....	1	.....	.....	.....	.....	.....	37
Carlisle St.	9	7	8	9	4	6	.....	4	1	2	.....	.....	50
	264	466	652	730	704	694	648	604	500	340	317	179	5918

TABLE IV.
Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Reg'd.	Av. No. Reg'd.	Av. Daily Attend.	Per Cent. Attend.	No. with'd'n.	No. Susp.	No. Absen't.	No. Tardies.	No. days without Ab. or Tard.		No. Transf.	No. Cases Treated.	No. Cases Av. Age.
											Boys.	Girls.			
HIGH SCHOOL,	1	100	105	89.2	84.4	94.6	28	2	1797	113	29	74	0	0	12.6
	2	109	106	91.8	86.8	98.4	51	0	2804	97	138	13	0	0	15.9
	2	209	211	181.	170.2	94.	74	2	4081	210	167	87	0	0	14.7
EATON,	1	56	63	51.7	49.5	95.7	35	1	917	19	138	189	2	3	6.3
	2	50	59	49.2	46.7	94.9	23	0	1086	44	168	81	2	2	6.11
	3	50	56	50.7	49.1	96.8	15	0	627	14	213	178	1	1	7.11
	4	50	63	53.5	52.4	97.7	19	2	416	11	380	329	0	0	8.6
	5	51	60	48.9	46.2	94.4	24	0	1069	16	111	109	43	2	9.4
	6	50	64	48.2	45.7	94.8	16	0	925	29	142	126	54	2	10.6
	7	51	57	48.5	45.7	94.2	21	2	1026	43	135	109	48	3	11.3
	8	48	58	44.0	41.2	93.0	41	1	1123	19	104	95	24	0	11.8
	9	50	52	43.0	40.8	94.8	41	0	822	13	158	157	61	0	12.
	10	48	56	44.7	41.1	91.9	38	1	1898	19	129	41	28	0	12.9
	11	50	52	46.8	44.3	94.6	20	0	1000	21	145	95	48	0	12.11
	12	57	61	51.6	49.1	95.1	31	1	918	6	179	119	65	0	14.4
	12	611	701	580.8	551.8	94.8	309	8	11297	253	1853	1523	779	14	10.4
WASHINGTON,	1	56	63	50.3	47.5	94.4	28	0	1054	41	125	143	55	2	7.0
	2	56	63	54.3	51.0	98.9	27	2	1153	63	108	95	45	2	7.9
	3	56	61	49.2	45.7	92.8	24	4	1408	55	69	74	25	5	9.6
	4	50	57	45.8	43.8	93.4	33	6	1299	57	84	64	18	6	11
	5	50	51	45.0	41.9	98.1	26	2	1199	40	73	105	28	6	10.2
	6	50	51	46.1	43.7	92.6	36	3	1839	48	94	80	27	6	11.0
	7	48	53	42.7	39.7	93.9	39	9	1124	31	104	98	33	8	11.10
	8	48	56	47.8	45.5	95.1	27	4	845	56	219	88	58	0	12.8
	8	414	453	381.2	356.8	93.5	240	31	8506	391	876	747	289	35	10.0

WEBSTER,	1	48	57	49.4	46.5	94.1	31	2	1187	18	131	117	55	1	5	6.7
	2	48	55	48.0	45.4	94.6	24	3	983	23	131	124	48	2	2	7.8
	3	50	56	51.7	49.2	95.1	28	3	982	18	108	126	42	1	2	8.4
	4	50	58	50.6	48.1	95.0	20	4	995	25	113	130	47	9	17	9.2
	5	52	56	51.0	48.5	95.1	17	1	1115	16	126	87	23	0	0	10.1
	6	52	60	51.3	48.7	98.7	18	2	1198	18	126	99	47	3	3	11.1
	7	48	56	46.7	44.1	94.4	13	8	1044	17	143	83	35	13	26	11.9
	8	48	58	47.7	45.7	95.8	18	2	813	8	167	136	72	1	2	11.8
	9	48	56	48.1	46.9	97.5	31	1	466	12	256	199	143	1	1	12.1
	10	48	56	47.7	45.8	96.0	23	3	732	9	153	171	82	6	7	12.10
	11	48	56	44.6	43.5	95.3	23	3	800	8	148	140	63	3	8	13.4
	12	60	61	48.7	46.3	95.0	23	0	892	8	222	74	40	1	1	14.5
	13	600	665	585.5	55.71	95.1	264	31	11157	165	1818	1486	702	41	74	10.94
WOOSTER,	1	50	56	49.3	47.0	95.3	24	0	906	29	117	167	62	0	0	
	2	50	58	46.9	45.1	96.1	28	4	1069	25	99	123	45	3	4	
	3	50	56	45.2	42.5	94.0	27	2	1039	26	107	107	33	5	12	
	4	50	56	47.9	45.4	94.7	18	2	937	28	143	102	40	3	4	
	5	50	56	49.0	47.1	96.1	21	3	760	27	217	98	60	2	10	
	6	50	61	49.5	47.3	95.5	28	4	849	10	150	144	60	3	4	
	7	50	55	47.3	44.4	94.0	25	7	1068	24	118	101	41	10	12	
	8	50	55	45.9	43.5	94.7	21	5	948	25	139	98	49	2	2	
	9	50	55	44.9	42.0	93.5	28	7	1163	22	147	76	39	1	1	
	10	50	53	41.1	38.9	94.6	36	2	906	9	167	111	65	6	9	
	11	50	53	41.0	38.7	94.4	32	2	878	15	169	106	55	3	3	
	12	50	51	43.2	41.7	96.5	25	1	628	13	227	141	87	1	2	
	13	600	663	551.1	528.6	95.0	323	39	11151	273	1795	1373	637	39	63	
Mr. PLEASANT,	1	55	73	52.3	43.4	88.7	45	1	1773	58	35	36	9	1	1	5.9
	2	52	61	47.3	43.3	91.5	33	3	1197	145	42	51	9	16	24	8.0
	3	48	54	46.8	42.3	90.4	25	1	1347	118	69	29	8	6	7	8.9
	3	155	198	146.3	131.9	90.1	103	5	4322	321	146	116	26	23	32	7.6

TABLE IV—continued.—Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Reg'd.	Av. No. Regist'd.	Av. Daily Attend.	Per Cent. Attend.	No. with'd'n.	No. Susp.	No. Absent's.	No. Tard's.	No. of days without Ab. or Tard.		No. Truants.	No. Over Truancy.	Av. Age Ap. '89	
											Boys.	Girls.				
DWIGHT,.....	1	51	58	52.1	50.4	96.7	11	0	687	13	122	197	75	0	5.7	
	2	51	57	51.1	48.2	94.3	27	2	1092	22	129	89	44	2	6.6	
	3	51	57	51.0	48.3	94.5	28	1	1077	35	76	157	43	6	8.3	
	4	51	57	50.8	47.9	94.2	20	2	1090	80	148	96	36	4	8.9	
	5	52	71	62.6	60.3	96.3	34	0	898	25	171	121	68	3	9.1	
	6	53	65	52.9	50.8	96.0	18	2	838	26	143	180	58	1	10.7	
	7	50	59	50.8	48.6	95.6	28	1	869	44	153	107	51	1	11.4	
	8	54	61	55.0	52.5	95.4	26	0	929	45	137	94	40	0	0	11.5
	9	50	60	50.3	47.8	95.0	32	0	926	22	111	115	37	0	0	12.10
	10	50	58	49.6	48.3	97.3	24	1	431	15	205	191	128	1	1	12.9
	11	46	48	45.4	45.0	99.1	22	2	170	7	332	281	255	2	2	13.5
	12	46	48	45.3	44.5	98.2	16	1	308	7	320	196	186	1	1	14.5
		12	615	699	616.9	592.5	96.0	280	12	9365	291	2047	1774	1031	21	23	10.5
SKINNER,.....	1	50	58	50.1	47.9	95.6	29	0	904	77	128	138	54	8	11	5.9
	2	50	60	47.5	45.2	94.5	41	2	833	113	119	149	63	6	12	6.8
	3	50	54	47.2	44.9	95.1	44	0	996	26	125	181	73	3	4	7.3
	4	50	55	47.1	44.7	94.9	27	3	923	130	126	104	40	13	14	8.4
	5	50	57	48.7	46.4	95.3	25	2	833	85	138	112	56	3	7	8.8
	6	50	68	48.9	47.1	96.3	26	3	888	73	168	163	109	2	11	9.3
	7	50	56	48.5	46.1	95.0	17	4	880	114	115	114	26	3	3	10.2
	8	50	53	48.9	46.8	95.7	25	1	783	113	191	104	66	6	19	10.6
	9	50	54	47.9	45.0	93.9	21	5	967	144	109	92	38	4	6	11.2
	10	50	54	46.7	43.8	93.7	27	6	1122	98	127	65	39	1	1	11.5
	11	50	57	47.8	44.5	93.3	38	6	1096	68	126	64	25	2	2	13.1
	12	50	51	39.3	37.8	96.1	22	1	598	27	270	110	32	0	0	13.11
		12	600	677	568.6	540.3	95	347	32	10623	1062	1757	1396	671	53	90	9.6

HOWARD AV.,...	1	50	54	49.3	47.4	96.2	5	0	160	19	31	27	17	0	0	6.3
	2	50	54	51.7	49.5	95.7	6	0	174	30	19	27	4	1	2	7.3
	3	50	53	50.2	47.4	94.4	2	1	223	48	8	29	4	3	3	8.1
	4	50	54	49.0	47.1	96.1	5	0	155	23	30	27	15	1	8	8.3
	5	50	52	49.7	48.3	97.2	3	0	112	25	33	45	26	3	5	9.6
	6	50	55	49.4	45.6	92.2	4	0	308	17	15	3	1	3	9	9.8
	7	50	59	49.6	45.8	92.3	5	0	307	29	17	2	0	2	2	10.9
	8	50	68	48.6	43.0	88.4	8	2	448	32	2	15	0	2	6	11.2
	9	50	61	49.7	46.4	93.3	0	1	270	36	19	14	3	0	0	12.0
	10	50	57	47.9	45.1	94.1	5	3	223	28	19	8	3	2	2	11.1
	11	50	60	49.6	45.2	91.1	3	2	352	21	30	3	1	2	2	13.4
	12	50	60	47.7	44.8	93.9	16	1	232	16	30	12	5	1	2	13.8
	12	600	687	592.4	556.6	98.8	62	10	2954	324	243	212	75	30	36	10.2
DIXWELL,.....	1	54	72	51.9	48.6	93.6	32	0	1295	183	77	127	42	2	3	6.0
	2	54	64	50.2	47.8	95.3	29	0	1040	127	127	115	56	3	2	7.10
	3	50	53	47.1	44.5	94.4	24	0	1007	68	115	111	41	2	2	8.11
	4	48	54	46.3	43.3	93.5	26	3	1140	69	108	82	26	0	0	9.11
	5	48	53	44.6	41.6	93.2	31	5	1166	47	90	115	37	1	2	10.5
	6	48	56	45.0	44.0	95.6	30	2	781	57	179	116	63	1	1	11.11
	6	302	352	286.1	269.8	94.3	172	10	6429	551	691	666	265	8	10	9.2
SOUTH ST.,	1	50	64	48.0	45.3	94.3	19	3	1066	63	118	148	48	5	5	5.9
	2	50	54	44.6	42.6	95.5	16	3	922	76	138	147	43	1	1	6.5
	3	50	59	48.1	45.2	93.9	33	1	1159	82	107	96	33	2	2	8.2
	4	50	56	49.1	47.3	96.3	19	1	716	54	188	187	100	2	4	8.4
	5	52	61	51.2	46.7	96.1	23	2	726	11	95	167	59	3	3	9.9
	6	52	56	49.7	46.0	96.5	24	2	668	31	196	164	103	0	0	10.2
	6	304	350	290.7	277.1	95.3	134	12	5257	317	842	909	386	13	15	8.1
BROAD ST.,....	1	35	40	34.2	32.3	94.4	11	1	507	8	94	131	55	3	5	7.3

TABLE IV—continued.—Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Reg'd.	Av. No. Reg'd.	Av. Daily Attend.	Per Cent. Attend.	No. with'd'n.	No. Susp.	No. Absen't.	No. Tard'n's	No. of days without Ab. or Tard.		No. Pres't. Truants	No. Quies. Truancy	Av. Age
											Boys.	Girls.	All Pres't.		
HAMILTON,.....	1	60	64	60.0	57.7	96.1	9	0	877	79	221	108	87	0	5.7
	2	60	64	59.6	57.1	95.7	14	1	1001	279	132	68	46	0	6.3
	3	58	62	57.8	56.4	97.5	6	1	515	101	227	184	140	3	8.3
	4	58	66	57.6	56.0	97.2	14	3	587	116	221	169	131	0	9.2
	5	50	56	49.2	46.5	94.5	9	6	1060	246	171	86	27	0	9.1
	6	44	48	42.4	39.7	93.4	20	6	1208	319	110	67	29	3	9.10
	7	42	46	41.5	39.0	93.9	9	5	804	180	170	104	58	1	10.7
	8	52	56	50.1	47.8	93.5	23	8	948	233	135	65	40	14	11.1
	9	70	80	65.5	62.8	95.8	23	2	616	164	60	58	25	8	11.7
	9	494	541	483.7	463.0	95.7	127	27	7606	1747	1447	849	583	29	9.0
FAIR ST.,	1	50	58	42.3	38.8	91.9	34	3	1337	46	66	106	19	3	6.8
	2	50	57	47.0	43.9	98.4	21	1	1189	36	91	111	41	3	8.6
	3	50	55	44.3	41.0	92.0	41	6	1312	39	63	97	29	14	8.6
	4	50	48	37.3	34.6	92.7	27	4	1024	28	132	116	51	4	9.10
	4	200	228	170.8	158.3	92.6	128	13	4862	149	352	430	140	24	8.6
GOFFE ST.,.....	1	48	66	37.1	31.9	85.9	21	0	1971	381	52	9	1	6	6.2
	2	50	49	34.5	27.5	79.7	16	1	2799	386	20	15	6	7	9.8
	3	58	55	39.8	34.5	86.7	25	2	1925	298	27	24	11	6	13.5
	3	156	170	111.4	98.9	84.2	62	3	6695	1065	99	48	18	19	9.9
DIVISION ST.,...	1	50	51	41.0	36.1	88.0	17	4	1600	72	88	48	31	3	8.9
	2	42	48	39.5	35.8	90.6	18	7	880	132	31	35	16	2	11.8
	2	92	99	80.5	71.9	89.3	85	11	2880	204	119	83	47	5	10.2

ELM ST.,.....	1	51	63	51.7	51.4	99.4	10	0	60	16	338	247	319	1	1	8.4
	2	54	59	55.2	54.8	99.2	21	0	167	98	291	318	244	4	7	10.6
	3	108	122	106.9	106.2	99.3	31	0	227	114	629	665	563	5	8	9.5
CITY POINT, ...	1	34	46	26.7	24.4	91.3	19	0	954	302	72	121	45	2	2	8.8
WHITING ST.,...	1	78	107	86.0	71.1	89.6	42	13	5822	445	0	0	0	8	18	8.9
CARLISLE ST.,...	1	52	54	31.3	22.6	72.2	42	5	2255	912	16	9	5	9	12	8.0

PERFECT ATTENDANCE.

THE following Table presents all rooms in which *all the pupils* have been present 100 half days or more during the year.

	ROOMS.	TEACHERS.	ALL PRESENT.	BOYS.	GIRLS.
Dwight School,.....	No. 11	Miss Bernard.	255	332	281
" "	" 12	Mr. Camp.	186	320	196
Eaton " "	" 4	Miss Young.	156	230	239
Webster " "	" 9	Miss Tyler.	148	266	199
Hamilton " "	" 3	S. M. Arsenius Caden.	140	227	184
" "	" 4	S. M. Cornelia Clinton.	131	221	169
Dwight " "	" 10	Miss Peck.	128	205	191
Eaton " "	" 8	Miss Hovey.	109	213	173
Skinner " "	" 6	Miss Brown.	109	188	163
South St. " "	" 6	Miss Pinney.	103	196	164
" "	" 4	Miss Barber.	100	188	187

NOTE.—No. 11, Dwight School, clearly takes the lead in perfect attendance. To the credit of the pupils, as well as the teacher of this room, it should be stated that during a period of *forty-one successive* half days, there was not an absence or tardiness on the part of any pupil.

TEACHERS APPOINTED FOR THE YEAR 1869-70, WITH THEIR SALARIES.

HIGH SCHOOL.

	Salaries.
T. W. T. Curtis, A.M., Principal,	\$3 000
James D. Whitmore, Sub Master,	2,000
Virginia H. Curtis,	800
Mary A. Marshall,	700
Ella G. Ives,	650
Fannie H. Parish,	650
Katie Hume,	650
	<hr/> \$8,450

WEBSTER SCHOOL.

No. Rooms.	
	John G. Lewis, Principal, .. \$2,000
12	Elizabeth M. Leonard..... 600
11	Lucy A. Minor,..... 550
10	Rachel N. Evarts..... 550
9	Samh E. Tyler,..... 550
8	Maria A. Graves,..... 550
7	Emily G. Ensign,..... 550
6	Kate M. Fagan,..... 500
5	Clara J. Hurlbut,..... 500
4	Julia A. Malcolm,..... 500
3	Fannie E. Graves,..... 500
2	Edith C. Johnson,..... 400
1	Katherine Butts,..... 500
	<hr/> \$8,250

EATON SCHOOL.

	Joseph Gile, Principal, \$2,000
12	Mary M. Harris,..... 600
11	Beaie C. Blakeman,..... 550
10	Nancy B. Sisson,..... 550
9	Mary L. Lee,..... 550
8	Mary J. Bronson,..... 400
7	Mary A. Pinney,..... 500
6	Maggie Morgan,..... 500
5	Statira Rowe,..... 450
4	Rengene L. Young,..... 550
3	Julia Hovey,..... 550
2	Mary F. Cooper,..... 450
1	Mary J. Hayes,..... 500
	<hr/> \$8,150

WOOSTER SCHOOL.

No. Rooms.	Salaries.
	Ralph H. Park, Principal, ... \$2,000
12	Almena A. Giddings,..... 600
11	Louisa J. Blodgett,..... 550
10	Julia A. Bidwell,..... 500
9	Mary A. T. Connelly,..... 500
8	Julia J. Stowe,..... 400
7	Ella A. Burwell,..... 500
6	Emma E. Burwell,..... 500
5	Julia Thatcher,..... 400
4	Annie E. Pigott,..... 400
3	Mary S. Andrus,..... 400
2	Carrie M. Galpin,..... 450
1	Harriet Miles,..... 500
	<hr/> \$7,700

DWIGHT SCHOOL.

	Leveret L. Camp, Prinipal, .. \$2,000
12	Julia M. Edwards,..... 600
11	Emma S. Bernard,..... 550
10	De Ettie Clark,..... 500
9	Mary M. Stowe,..... 550
8	Harriet E. Judson,..... 550
7	Carrie E. Frost,..... 500
6	Mary J. Hitchcock,..... 500
5	Emma E. Lincoln,..... 500
4	Jessie Craig,..... 400
3	Elizabeth V. Southworth, ... 450
2	Charlotte Hills,..... 450
1	Joanna W. Bradley,..... 500
	<hr/> \$8,050

DIXWELL AVE. SCHOOL.

	Clarissa B. Williams, Principal, \$700
6	Sarah S. Benham,..... 350
5	Surah E. Hughes,..... 550
4	Emilie E. Ruckoldt,..... 450
3	Ann G. Kennedy,..... 400
2	Mary J. Riggs,..... 400
1	Fannie I. Baldwin,..... 500
	<hr/> \$3,350

SKINNER SCHOOL.

No. Rooms.	Salaries.
Henry C. Davis, Principal,	\$2,000
12 Abbie Woodward,.....	600
11 Fannie A. Sedgwick,.....	550
10 Mary J. Curtis,.....	500
9 Sarah A. Mallory,.....	500
8 Ella J. Bronson,.....	450
7 Julia A. Pardee,.....	450
6 Mary E. Dallaher,.....	400
5 Ann E. Loper,.....	400
4 Emma Crabtree,.....	350
3 Anna Harmount,.....	450
2 F. Elzene Terrell,.....	350
1 Addie P. Burdett,.....	500

\$7,500**SKINNER SCHOOL BRANCH.**

1 Margaret Bryden,.....	\$350
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HOWARD AVENUE SCHOOL.

George R. Burton, Principal,	\$2,000
12 Emily E. Warner,.....	600
11 L. R. Harrison,.....	550
10 Esther C. Post,.....	550
9 Heppie E. Goodrich,.....	400
8 Sarah A. Fowler,.....	400
7 Julia M. Catlin,.....	450
6 Catherine C. Jones,.....	550
5 H. Esther Hotchkiss,.....	550
4 Margaret Reilly,.....	500
3 Hannah C. Chamberlain,...	400
2 Emily Maltby,.....	400
1 Mary F. Blakeman,.....	500

\$7,850**SOUTH ST. SCHOOL.**

6 Lucy A. F. Pinney, Principal,	\$700
5 _____	_____
4 Jennie E. Barber,.....	500
3 Elizabeth B. Wiswell,.....	500
2 Elizabeth M. Healy,.....	500
1 Catherine Herrity,.....	500

\$2,700**WASHINGTON TRAINING SCHOOL.**

No. Rooms.	Salaries.
Sam'l. C. Johnson, Principal,	\$2,000
8 Effie E. Stevens,.....	400
7 Ella J. Reilly,.....	200
6 Eliza A. Benham,.....	200
5 Edwa A. Morgan,.....	200
4 Rebecca Arnold,.....	200
3 Mary A. Hall,.....	200
2 Bridget C. Brennan,.....	200
1 Katie Smith,.....	450
	\$4,050

HAMILTON ST. SCHOOL.

S. M. Agnes Walch, Principal,	\$700
9 " Helena Charlton,.....	500
" Clementine Kennedy,...	350
8 " Rita Shea,.....	500
7 " Silveria Flinn,.....	500
6 " Borromeo O'Hara,.....	500
5 " Celestine Wall,.....	500
4 " Cornelia Clinton,.....	400
3 " Arsenius Caden,.....	400
2 " Ambrosia Coonan,.....	400
1 " Cyril Walch,.....	500
	\$5,250

FAIR ST. TRAINING SCHOOL.

Cornelia A. Walker, Principal,	\$400
4 Emily Barber,.....	200
3 Fannie I. Bunce,.....	200
2 Nellie A. Peck,.....	200
1 Rebecca M. Gorham,.....	200
	\$1,500

GOFFE ST. SCHOOL.

J. Henry Root, Principal,...	\$1,800
3 Abbie M. Gregory,.....	500
2 Harriet L. Stevens,.....	500
1 Cornelia A. Benton,.....	500
	\$3,300

DIVISION ST. SCHOOL

2 Melissa R. Wilcox,.....	\$500
1 Fannie Bryant,.....	400
	<u>\$900</u>

CARLISLE ST. SCHOOL.

Eunice S. Gilbert,.....	\$350
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ELM ST. SCHOOL.

2 Emeline E. Holt,.....	\$400
1 Emma C. Judd,.....	350
	<u>\$750</u>

WHITING ST. SCHOOL.

Marietta Wildman,.....	\$500
Emily A. Wildman,.....	500
	<u>\$1,000</u>

CITY POINT SCHOOL.

Fannie S. Hull,....	\$350
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B. Jepson, Teacher of Vocal	
Music,.....	\$1,800
Louis Bail, Teacher of Drawing,	1,000

JANITORS APPOINTED FOR 1869-70.

Eaton School,.....	Nehemiah Bristol,.....	\$500 00
Webster School,.....	John M. Mattingly,.....	500.00
Dwight School,.....	George W. Judd,.....	500.00
Woonster School,.....	David Sturgis,.....	500.00
Skinner School,.....	Henry S. Loper,.....	500.00
Howard Ave. School,.....	James O'Brien,.....	500.00
Hamilton School,.....	Patrick Hall,.....	450.00
Washington School,.....	Henry W. Blakeslee,.....	375.00
High School,.....	Thomas W. Beecher,.....	300.00
Dixwell School,.....	John W. Munson,.....	300.00
South Street School,.....	Isaac Martin,.....	300.00
Fair " "	" "	200.00
Goffe " "	Warner Smith,.....	240.00
Small Schools, Evening Schools, and Office, estimate,.....		<u>335.00</u>
		\$5,500.00

SCHOOL CALENDAR FOR 1869-70.

1869.	Sund.	Mon.	Tues.	Wed.	Thurs.	Frid.	Satur.	1870.	Sund.	Mon.	Tues.	Wed.	Thurs.	Frid.	Satur.
Sept.	..	..	..	1	2	3	4	March	..	..	1	2	3	4	5
	5	6	7	8	9	10	11		6	7	8	9	10	11	12
	12	13	14	15	16	17	18		13	14	15	16	17	18	19
	19	20	21	22	23	24	25		20	21	22	23	24	25	26
	26	27	28	29	30	..	..	April.	27	28	29	30	31	..	..
Oct.	..	..	..	..	..	1	2		..	..	..	..	..	1	2
	3	4	5	6	7	8	9		3	4	5	6	7	8	9
	10	11	12	13	14	15	16		10	11	12	13	14	15	16
	17	18	19	20	21	22	23		17	18	19	20	21	22	23
	24	25	26	27	28	29	30		24	25	26	27	28	29	30
	31	..	..	..	..	..	..	May.	..	..	..	..	..	..	..
Nov.	..	1	2	3	4	5	6		1	2	3	4	5	6	7
	7	8	9	10	11	12	13		8	9	10	11	12	13	14
	14	15	16	17	18	19	20		15	16	17	18	19	20	21
	21	22	23	24	25	26	27		22	23	24	25	26	27	28
	28	29	30	..	..	..	..		29	30	31	..	..	..	..
Dec.	..	..	..	1	2	3	4	June.	..	..	..	1	2	3	4
	5	6	7	8	9	10	11		5	6	7	8	9	10	11
	12	13	14	15	16	17	18		12	13	14	15	16	17	18
	19	20	21	22	23	24	25		19	20	21	22	23	24	25
	26	27	28	29	30	31	..		26	27	28	29	30	..	..
1870.	..	..	..	..	..	1	..	July.	..	..	..	..	..	1	2
Jan'y.	2	3	4	5	6	7	8		3	4	5	6	7	8	9
	9	10	11	12	13	14	15		10	11	12	13	14	15	16
	16	17	18	19	20	21	22		17	18	19	20	21	22	23
	23	24	25	26	27	28	29		24	25	26	27	28	29	30
	30	31	..	..	..	..	..		31	..	..	..	..	..	..
Feb.	..	..	1	2	3	4	5	Aug.	..	1	2	3	4	5	6
	6	7	8	9	10	11	12		7	8	9	10	11	12	13
	13	14	15	16	17	18	19		14	15	16	17	18	19	20
	20	21	22	23	24	25	26		21	22	23	24	25	26	27
	27	28	..	..	..	..	..		28	29	30	31	..	..	..

The Fall Term begins	Wednesday, Sept. 1;	ends Dec. 24.	15 w. 3 d.
" Winter "	" Tuesday, Jan. 4, 1870;	" April 22.	15 4
" Summer "	" Wednesday, May 4;	" July 1.	8 3

Number of weeks in the year, 40

NOTE.—Days of *Vacation* are those printed in prominent figures.
 Thanksgiving Vacation may come a week earlier or later.

To *Prof. Elias Loomis*

With the Compliments of

A. P. A.

141 Church St.

ANNUAL REPORT *1870, N. H.*

236222

OF THE

BOARD OF EDUCATION

OF THE

New Haven City School District,

For the Year ending Sept. 1, 1870.



NEW HAVEN:

J. H. BENHAM & SON, PRINTERS.

1870.



ANNUAL REPORT

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OF THE

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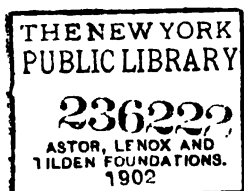
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SCHOOL OFFICERS, 1869-70.

BOARD OF EDUCATION:

LUCIEN W. SPERRY, PRESIDENT.

	Term Expires.
LUCIEN W. SPERRY,	1870
JOHN E. EARLE,	1870
PATRICK MAHER,	1870
HARMANUS M. WELCH,	1871
MAIER ZUNDER,	1871
SAMUEL E. MERWIN,	1871
CHARLES ATWATER,	1872
STEPHEN M. WIER,	1872
WILLIAM B. PARDEE,	1872

COMMITTEE ON FINANCE.

CHARLES ATWATER, HARMANUS M. WELCH,
MAIER ZUNDER.

COMMITTEE ON SCHOOLS.

JOHN E. EARLE, LUCIEN W. SPERRY,
SAMUEL E. MERWIN.

COMMITTEE ON SCHOOL BUILDINGS.

STEPHEN M. WIER, WILLIAM B. PARDEE,
PATRICK MAHER.

SUPERINTENDENT,
ARIEL PARISH.

SECRETARY,
HORACE DAY.

TREASURER,
HARMANUS M. WELCH.

COLLECTOR,
WALTER OSBORN.

AUDITORS,

JOHN W. MANSFIELD, RICHARD F. LYON.

REPORT

OF THE

BOARD OF EDUCATION.

TO THE NEW HAVEN CITY SCHOOL DISTRICT:

The Board of Education, in presenting their Annual Report respectfully refer the District to the special reports of the several Committees, the Superintendent and Secretary, as embodying a full statement of the management and cost of the Public Schools for the past year. Scarcely less important however to the District is a knowledge of the policy pursued by the Board in their efforts to improve the quality of instructions given in our schools, and to provide adequately for the increased numbers that press upon us for accommodation.

Early in the year, the necessity for additional school room in the North East part of the city became apparent, and the District, at a special meeting held in November, authorized the erection of a school house on the corner of Edwards and Foster streets at an expense not to exceed \$20,000. In determining the kind of building that should be constructed, the Board were led to review the entire educational policy of the District; and after much deliberation adopted unanimously a series of resolutions recommending to the District an enlargement of the High School sufficient to accommodate four hundred of the most advanced pupils in our schools, and the erection of small school houses of four rooms each, for younger scholars wherever the growth of the city may make it necessary. The considerations that led the Board to these conclusions were presented in a special report of the Committee on Schools which will be found embodied in this Report. In accordance with these views, the Committee on School Buildings were

instructed to prepare plans for a building to accommodate 200 children, and that should be a model in the erection of other primary School Houses.

The Committee devoted much time to the planning of the building, especially with reference to ventilation and heating, and the result of their labor is eminently satisfactory to the Board. It is doubtful whether for convenience and comfort it has its superior in the country. It will probably be ready for occupancy early in October, and the cost when finished and furnished will not much exceed \$ 14,000. The special committee on the Central or High School Building will present to the annual meeting of the District the general plan they are prepared to recommend for adoption in the arrangements for accommodating its four hundred pupils. In the effort to unite economy with progress, the Committee have found it to be entirely practicable to connect the present building with a new structure, by making such changes in the external appearance and the internal arrangements of the former, as will, without any lavish expenditure, make the Central School of New Haven an ornament to the city, and best promotive of the ends of a thorough common school education.

Other cities have expended their money with regal liberality in the construction of their High School edifices. Our sister capital completed last year a building for this purpose at a cost of a hundred and ten thousand dollars. The Board are unanimous in the opinion that neither the intelligent sentiment of the District asks for any prodigality of expenditure, nor that any valuable end of education will be promoted by it. The amplest facilities for instruction united with such an architectural design as will be creditable to the taste and good sense of New Haven, can, in the judgment of the Board, be secured by a much more moderate expenditure.

For the first time since our Schools were organized under a Board of Education, the District is in a condition to meet the expense of such a building without increasing its taxation. At the beginning of the present year, the interest bearing debt was nearly sixty-three thousand dollars. The District is now entirely out of debt. This result is due in part to the increase of the town tax from $\frac{1}{16}$ of a mill to one mill, made obligatory upon all towns by the Legislature of 1868, and which has given our schools an increased income of more than twenty thousand dollars; and in part to the appropriation of a portion of the income of the District for

the year ensuing to the entire liquidation of its indebtedness. The Board hope, with economy, to carry on the Schools for the school year upon which we now enter, besides completing the payments for the Edwards street School House, without incurring any indebtedness whatever. For the last two years, the annual District tax has been three mills; for the two previous years, four mills. With the tax continued at three mills, such a central school building as the Board recommend, might be entirely paid for, besides meeting the current expenses of the schools, without resorting to anything more than temporary loans while the taxes of the year were being collected. With a tax of $2\frac{1}{2}$ mills, a part of the cost of the building would remain as a burden on the income of the schools two years hence.

The proper tax to be laid the present year would seem to be determined by the probable demand for new school houses to meet the wants of the increased number of children that need to be instructed. Each year adds about two hundred to our school population. In other words each year creates a demand for four additional school rooms. The present indications point to a rapid increase in the population of which the Howard Avenue School is the centre. The pressure there is more urgent than elsewhere in the city. To meet the wants of this portion of the District, the school house on Carlisle street is undergoing thorough repair and when newly furnished will be opened for the younger children living in that immediate vicinity. This property, given in the year 1834 by philanthropic individuals to certain trustees for the benefit of the residents of Mount Pleasant and vicinity, has been gratuitously transferred during the year, by the joint action of Messrs. Isaac Thomson and Simeon S. Jocelyn, the benevolent founders of the trust, and Messrs. Nathaniel Jocelyn, Robert C. Park, and Alexander C. Luca, surviving trustees, to the New Haven City School District as sole trustee of the school, subject in all respects to the conditions of the original trust. The removal of the dressing rooms on the lower floor of the Howard Avenue School has furnished room for more than sixty additional scholars in that neighborhood. The increase of population in this section of the city already indicates a speedy necessity for a school house similar to the Edwards street one, to be erected somewhere in the direction of West Bridge.

The Mt. Pleasant School property, inconveniently situated with reference to the educational wants of the District, was sold at pub-

lic sale during the year for \$5,225. Its original cost was \$2,500. The little wooden building on the corner of Webster and Goffe sts. has been removed to the Dixwell school lot and is being repaired and newly furnished as a primary room for children not able at present to find seats in the Dixwell. The lot of ground on which it stood was sold by authority of the District at public sale for \$2,050. The original cost of lot and building was \$800.

During the winter, the German and English School Society made application to the Board to take their school in Cherry street under its care. Deeply impressed with the conviction that one and a chief benefit of our common school system was found in educating together the children of the entire community without reference to nationality, the Board were exceedingly gratified with the cordial acquiescence of the Society in the suggestion that admission to the school be limited to children whose knowledge of the English language is too imperfect to allow them to profit by the instruction of our other schools. Under this arrangement, the Cherry street School has become one of the public schools and is now carried on to the entire satisfaction of the Board.

The School Houses of the District are generally in excellent repair, with the exception of outside painting which has been deferred in consequence of the extreme heat of the season. The expenditure on the Washington school has been large from the necessity of re-covering and re-painting the entire building, besides other needed repairs.

The relations between the Board, its officers and teachers, during the past year, have been unusually harmonious; and we entertain the hope that under the newly arranged organization of our schools, and with a scheme of study, requiring uniform progress in all our schools, the Public Schools of New Haven will soon be regarded as second to none in the country.

In behalf of the Board,

LUCIEN W. SPERRY,
President.

REPORT

OF THE

FINANCE COMMITTEE.

The Finance Committee of the Board of Education respectfully submit the following Report, including those of the Treasurer and the Secretary :

TREASURER'S REPORT.

Balance from last year's account,.....	\$ 20,118.59
From Walter Osborn, Collector of Taxes,.....	132,000.00
“ Town of New Haven,.....	36,836.64
“ State School Fund,.....	9,986.00
“ Sale of Mt. Pleasant School House,.....	5,225.00
“ “ Goffe St. School Lot,.....	2,050.00
“ Income Town Deposit Fund,.....	1,456.99
“ State appropriation for Maps, Books, etc.,.....	335.00
“ Horace Day, sundry collections,.....	543.54
“ Sale Home Insurance Scrip,	41.50
Total,.....	<u>\$208,548.26</u>
School District Orders paid,.....	\$192,049.87
Orders outstanding,.....	165.62
Balance to new account,.....	16,327.77
	<u>\$208,548.26</u>

NEW HAVEN, Sept. 10, 1870.

The undersigned have examined the accounts and vouchers of H. M. WELCH, Treasurer of New Haven City School District, for the past year, and find the same correct, and there is now a balance of Sixteen Thousand Four Hundred and Ninety-Three $1\frac{3}{4}$ dollars in his hands.

JOHN W. MANSFIELD, }
RICHARD F. LYON, } *Auditors.*

SECRETARY'S REPORT.

The expenditures for the year ending September 1, 1870, are as follows, viz :

Salaries—Teachers,.....	\$ 84,568.25
Janitors,.....	5,566.35
Officers,.....	4,750.00
	<u>\$94,884.60</u>

Fuel for 1869-70,.....	\$ 4,408.25	
1870-71,.....	3,469.30	
		\$ 7,877.55
Rent—Hamilton School,.....	\$ 1,000.00	
South St. "	600.00	
Division St. School,.....	275.00	
State St. " Branch No. 1,.....	150.00	
" " 2,.....	180.00	
Music Hall, for High School Exhibition,.....	90.00	
		\$ 2,295.00
Printing—Annual Report,.....	\$ 462.75	
High School Reports and other printing,.....	77.96	
Music for High School Exhibition,.....	61.00	
Diploma Plate for High School, and printing, ..	70.00	
Electrotyping and printing Music Manual for primary rooms,.....	101.28	
Advertising,.....	196.70	
Approbation Cards,.....	37.50	
Reward "	37.00	
Mérit "	20.50	
Absence "	52.00	
Admission " ..	6.00	
Time Tables,.....	11.50	
Superintendent's Circulars,	9.75	
Blanks for Supplies, and all other printing, ...	8.50	
		\$ 1,152.44
Books, Maps, Charts, Etc.—High School Library and Cabinet,.....	\$ 383.17	
Reference Books,	309.65	
School "	261.43	
Drawing Charts,.....	59.65	
Maps, Charts, Etc.,.....	34.16	
Numeral Frames,	6.75	
		\$ 1,054.81
Stationery—School Diaries,.....	\$ 260.10	
Writing Paper,.....	251.34	
Drawing "	131.10	
Lead Pencils for Drawing,	96.00	
Slate " " "	70.50	
Sharpening Pencils for Drawing,.....	106.51	
Pens,.....	195.68	
Pen Holders,.....	15.90	
Ink,	59.12	
Ink Stands, Ink Wells and Covers,.....	14.75	
Chalk Crayons,.....	21.75	
Slates,.....	11.24	
Envelopes,.....	11.56	
Treasurer's Check Book,.....	12.00	

Blank Books and Stationery for Census,....	12.27	
Other Blank Books,.....	5.25	
Stationery for Office,....	8.22	
		<hr/>
		\$ 1,283.29
Supplies for Janitors—Brooms,.....	27.06	
Floor Brushes,.....	54.29	
Feather and Counter Dusters,....	56.81	
Mats,.....	23.08	
Shovels, Hods and Dust Pans,....	18.78	
Baskets, Pails and Cups,.....	14.44	
Wheelbarrows, Ladders, Etc.,....	17.45	
		<hr/>
		\$ 211.86
Miscellaneous Items—Annual School Meeting,.....	111.67	
Enumerating Children,.....	298.08	
Assessors' Bill for making Grand		
List,.....	488.00	
Cleaning School Houses,.....	323.00	
Furniture and Repairs,.....	738.09	
Musical Instruments and Repairs,.	1,141.75	
Clocks and Repairs,.....	23.77	
Gas for Evening School and Office,	154.95	
Travel,	91.14	
Freight, Express and Errands,....	31.46	
Postage,.....	12.86	
Insurance,.....	70.50	
Auditors,.....	10.00	
		<hr/>
		\$ 3,495.27
Alterations and Repairs—Expenses on all furnaces and		
stoves,.....	481.82	
High School,.....	39.75	
Webster School,.....	44.72	
Eaton " 	199.93	
Wooster " 	437.38	
Dwight " 	155.77	
Skinner " 	212.52	
Howard Ave. School,.....	102.82	
Hamilton " 	14.47	
Washington " 	1,402.69	
Dixwell " 	151.09	
Goffe St. " 	15.90	
Fair St. " 	29.39	
South St. " 	9.97	
Division St. " 	8.54	
Carlisle St. " 	104.66	
Elm St. " 	1.81	
Whiting St. " 	14.43	
City Point " 	5.38	
Evening Schools,.....	47.10	
Office,.....	7.80	
		<hr/>
		\$ 3,481.44
Ordinary expenses,.....	\$115,786.26	

EXTRAORDINARY EXPENSES.

Notes paid,.....	\$ 62,744.45
Interest,.....	4,790.29
Edwards Street Lot,.....	2,000.00
Filling in do.....	398.70
Paid on Building do.....	5,500.00
Furniture for do.....	200.00
Superintending Howard Avenue Building,.....	200.00
Sewer in Wooster Street,.....	256.80
Gas Fixtures, Evening School,.....	50.27
Street Washer, Howard Ave.,.....	49.75
Removal of Goffe Street School House,.....	221.12
Police and legal expenses,.....	22.10
Hack hire for funeral Col. Cahill,.....	13.00
Auction Fee,.....	5.00
Music Sticks,.....	6.00
Removal of office,.....	20.75
	<hr/>
	\$ 76,479.23
Total,.....	\$192,215.49

Total of ordinary expenses,	\$115,736.26
" Extraordinary expenses,.....	13,784.78
" Loans paid,.....	62,744.45
	<hr/>
Total,.....	\$192,215.49

Ordinary Expenses for year ending Sept. 1, 1870,.....	\$115,736.26
" " " " " " 1, 1869,.....	102,249.00
	<hr/>
Increase,.....	\$ 13,487.26

Extraordinary Expenses for year ending Sept. 1, 1870,.....	\$ 13,786.26
" " " " " " 1, 1869,.....	35,897.66
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Decrease,	\$ 22,111.40

Permanent Debt Sept. 1, 1870,.....	\$ 00,000.00
" " " 1, 1869,.....	62,744.45
	<hr/>
Decrease,.....	\$ 62,744.45

HORACE DAY, SECRETARY.

NEW HAVEN, Sept. 10, 1870.

The undersigned have examined the bills, accounts and vouchers of HORACE DAY, Secretary of the Board of Education of New Haven City School District, for the past year, and find the same correct.

JOHN W. MANSFIELD, }
RICHARD F. LYON, } *Auditors.*

The probable expenses of the School District, for the year commencing Sept. 1, 1870, as estimated by the Committee on Finance, are as follows, viz :

Salaries of Teachers,.....	\$ 89,000.00
" Officers.....	4,750.00
" Janitors,.....	6,000.00
Books, Stationery and Printing,.....	3,000.00
Brushes, Brooms, Rubbers, Dusters, Mats, etc.,.....	500.00
Rent of School Houses,.....	2,000.00
School Census and making Grand List,.....	800.00
Fuel, ..	4,000.00
Repairs,	2,500.00
Furniture,.....	1,000.00
Insurance for three years,	2,000.00
Contingencies,	2,000.00
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	\$117,550.00

The following real estate owned by the District, is estimated at the original cost :

Webster School Lot and Building,	\$23,000
Eaton School Lot and Building,	32,000
Hillhouse School Lot and Building,	13,700
Dwight School Lot and Building,	27,000
Dixwell School Lot and Buildings,	8,500
Washington School Lot and Building,	7,000
Whiting Street School Lot and Building,	2,000
City Point School Lot and Building,	800
Wooster School Lot and Building,	25,000
Fair Street School Lot and Building,	12,000
Skinner School Lot and Building,	44,000
Howard Avenue School Lot, Building and Furniture, . .	48,200
Paid on Edwards Street " " " " . .	8,098
	<hr/>
	\$251,298

CHAS. ATWATER, *Chairman.*

NEW HAVEN, Sept. 1, 1870.

SPECIAL REPORT

OF THE

COMMITTEE ON SCHOOLS.

The following Report was presented by the Committee on Schools early in the Spring, and after much deliberation the accompanying resolutions were unanimously adopted by the Board, April 13, 1870.

The Committee on Schools having had under consideration the High School, the relation of the Grammar Schools thereto, and the general interests of the District in the education of its pupils, present for the consideration and action of the Board, the following resolutions, which embody the conclusions to which, after mature deliberation, they have unanimously arrived:

Resolved, That in place of a building of eight rooms on the Edwards street lot, plans be submitted by the Committee on School Buildings for such a primary building of four rooms only, as may be used as a model in the construction of other primary school houses, wherever they may be needed hereafter in the district.

Resolved, That plans be prepared and presented to the Board, for the accommodation in one school of four hundred of the most advanced pupils of the district, together with rooms for the business of this Board.

Resolved, That whenever such plans shall have been accepted by the Board, a meeting of the school district shall be immediately warned, asking for such an appropriation as will carry out the plan recommended.

Resolved, That the Committee on Schools be instructed to take the necessary steps for the reorganization of the schools and classification of the pupils, and prepare a scheme of study for an eleven years' course, to go into operation May 1, 1871.

The considerations which have led the Committee to these conclusions, are as follows:

1. The increase of children in the district, of school age, is rather more than two hundred per annum.

2. About 7-10 of this number, say from 140 to 150, will attend the public schools.

3. Three additional rooms, therefore, must be supplied annually somewhere, to meet the growing wants of the district.

4. At our present rate of increase, at least 15 new rooms will be needed in the next five years, to accommodate the 750 children who will then have been added to our school population. During

the last five years the district has provided 28 additional rooms, not taking into account the Hamilton Street School.

5. The pressure for admission beyond our accommodations, is almost wholly on the primary and intermediate rooms.

6. The number of seatings now provided by the district is not far from 6,200. Of this number about 3,000 are occupied by children of tender age, say of ten years old and under, who are chiefly instructed in reading, spelling, writing on the slate, and in the most elementary ideas about numbers; about 2,400 are in the next three years' course of studies, giving them a good knowledge of the ground rules of arithmetic, elementary instruction in geography and writing with a pen, beside continued practice in reading and spelling; about 600 more have advanced beyond this point, but have none of them made sufficient progress to be admitted to the High School; and the remaining 200 or less are in the High School building.

The natural arrangement of such a multitude of scholars would seem to be,

1st. Provision for the younger children as near as practicable to their own homes, in small school-houses, with female teachers only, but connected with and under the general supervision of the principal of the nearest adjacent Grammar School, to which they could be promoted whenever, with increase of age and strength, they have made adequate progress in their studies.

2d. Grammar schools for intermediate and Grammar scholars, or in other words, for scholars who have arrived at an age to need the daily supervision of an accomplished principal for their proper instruction and government; and

3d. A central school for the most advanced pupils, whenever their number in the separate Grammar school buildings becomes so reduced as to make it more efficient and more economical to instruct them together.

Under such an arrangement our schools would in a few years be harmoniously developed into a Central or High school for those pupils who have made the highest attainments, Grammar schools for all scholars below the High School standard but above that of the primary schools, and small primary school houses for the accommodation of very young children.

The district has now a High School building nearly half a century old, inconvenient and unattractive, and quite unfitted for the purpose for which it is used, but centrally situated, and on a lot

of ample dimensions: six large Grammar school buildings, each containing six hundred or more seats, with pupils in every stage of progress from A B C to the final preparation for admission to the High School: and thirteen other schools either owned or rented by the district, in most of which instruction is given in elementary studies only. The latter send their scholars for final promotion to such one of the six Grammar schools as from their position they are naturally tributary to, as the latter send theirs to the High School. The situations of these Grammar schools have been judiciously chosen, both for the present convenience of accommodating all the grades below the High School, and for serving as intermediate and Grammar schools only, whenever the population shall have so increased as to cover the entire geographical extent of the district. With an adequate number of primary school houses of four rooms each, as the demand for them is developed, the Committee believe that no additional Grammar schools, with the possible exception of one at Newhallville, should that neighborhood become a great manufacturing center, will be needed for many years. It is also a fortunate circumstance that the school lots on which the six Grammar schools are placed are sufficiently large, and the buildings so constructed as to warrant the addition of new primary rooms whenever the local wants of the several neighborhoods may make it necessary. In this way, the Committee believe the most efficient and the most economical instruction can be given to the great body of our school population.

The Board have noticed how rapidly the number of scholars in our schools diminish towards the end of the school course. Owing to the substitution of machinery in place of handicraft labor, as well as to other causes, the age at which a boy can earn his living has been diminished from three to four years. Theorize about it as we may, the larger part of those who are sent to the public schools will leave whenever they are old enough to earn their own support. Up to about twelve years old the public schools may count upon nearly undiminished numbers. From 12 to 13 a small percentage drop off. From 13 to 14 a very large number leave, and when a boy is over fourteen, few parents in straitened circumstances will continue him at school if he can earn from \$3 to \$5 a week by easy labor. In a community whose leading industry calls for the work of boys rather than girls, the latter will be kept at school for a longer period; and if inducements are held out to

the more promising, that situations as teachers will be furnished them when they have passed the age of eighteen, it will be found there is a very great preponderance of girls in the most advanced rooms of the district. This is the present condition of the High School. The entire conduct and management of the school is admirable, but the scholars necessary to justify the expense are not there. Shall therefore, the limited number be sent back to the Grammar schools from which they came, say a dozen or fifteen to each? This would only aggravate the evil under which we now labor of not having pupils enough pursuing the same studies to justify their separate instruction by the principals of the several Grammar schools. The remedy seems to be suggested by the very nature of graded schools. We propose to provide for the instruction of children between the ages of five and sixteen. Eleven years of continued study finishes all the district propose to do, and to each of these eleven years there is a definite amount of work.

It is obviously of little consequence what names we give these separate years' work into which the business of instruction is divided, if they are only significant of the facts in the case. Primary, Intermediate, Grammar and High schools are names rather arbitrarily given, which express only in an indefinite way the general attainments of their respective pupils. The real thing is the school work of eleven years. Where the work is done, is about as much consequence as whether a carriage is built in what was once a church or a barn, or whether the building is called an emporium or a work-shop. The work is the thing after all.

At the age of twelve a portion of the pupils drop off, and more rapidly as the age becomes greater. So that it is by no means uncommon, in some of our largest schools for the principals to be obliged to make their choice between having a small class under their personal instruction, or of forcing into them scholars not sufficiently prepared at the year's end to do themselves or their teachers justice in their examination for the High School. Where then can the last few years' work be done? Can it be done more efficiently by aggregating together the pupils from different schools in sufficient numbers to form classes of adequate size, or by leaving our six Grammar masters to give this final instruction to the very limited number that will fall to each? In which way will it be most efficient? In which way most economical?

The expense for the teachers of the High School has been at the

rate of \$8,400 for the current year. The number of pupils has been as high as 200. The present number is just 150.

In a central building that would accommodate 400 pupils, the annual expense would be increased about \$1,400. With the same salaries now paid the principal and assistants, and with \$600 each for eight female teachers, the cost of instruction would be \$9,800 per annum, instead of the present cost of \$8,400. But the 200 additional scholars that would be taught in the new buildings now cost the district at least \$2,200 to instruct somewhere else, so that there would be a real annual saving in the instruction of these 400 pupils of \$800 per annum. On the plan suggested of building a four-room school-house on Edwards street, in place of one with eight rooms, the difference in expense between the salary of a lady teacher in the highest room, and the salary of a male head, who would probably be found necessary in a school building of eight rooms, should be taken into account, in estimating the general cost of instruction. It should be further remembered that the erection of an eight room building on Edwards street would probably involve the necessity of similar structures elsewhere in the district, with a male principal to each, whenever the increase of the population in other parts of the district calls for increased school accommodations. The aggregate difference in the expense of erecting buildings and carrying on elementary instruction in these two methods, would, in a very few years, with our present rates of increase, be more than the cost of a proper High School building.

The present building has no conveniences for the proper work of a High School; no lecture room; no apparatus to illustrate the commonest facts of science; no facilities for experiments, and in every respect of adaptation each for its appropriate work, ranks somewhere between the Whiting Street School and the school for colored children on Carlisle street.

Under the plan which has been suggested, our various school rooms would be soon regarded by the community as a connected series of steps, beginning with the dawn of capacity for formal instruction and terminating with the highest and most advanced education the wants of the district may at any time require.

The plan proposed interferes in no way with the kind of instruction that shall be given in the more advanced years. It leaves all that to the experience of the wants of the district as indicated from time to time. Its only effect is to say that in future the

Central or High school shall be filled by the most proficient scholars of the district, because their instruction can be more efficiently and more economically given by bringing them together, than by leaving small numbers to be instructed by the masters of the several Grammar schools. The reasons for this arrangement are greatly strengthened when we consider how much more efficient our other schools would become by allowing the Grammar masters to devote more of their time, if not all of it, to the personal supervision of all their rooms as well as of the smaller buildings within their local limits.

Hartford has recently erected a High school building as a Central school for its 400 more advanced pupils. The number of scholars the present year has been 328. Probably every seat will be occupied at the annual promotions in April. Yet this is done in Hartford with an aggregate number of seats for scholars almost one thousand less than in New Haven. This difference is in part explained by the fact that scholars are admitted to the Hartford High School with somewhat lower attainments than have been exacted here.

The entrance into the Central School should be like the transfer from one Grammar room to another, dependent rather upon the general progress and competency of a pupil than upon the result of a special examination.

Unless a High School education is one thing, and a common school education another, no good reason can be assigned why promotion from one year's study to the next should not be regulated by exactly the same general rule, from first to last.

No scholar should be allowed anywhere in the course to pass from one year's study to another till he is prepared to do so, and there is no reason why the same rules of competency should not be applied to a transfer from the 9th to the 10th year of instruction as from the 8th to the 9th, or the 3d to the 4th. Incompetency to go on with a given class is the sufficient and only reason why any one should be excluded from such class. A fair examination of qualification should be made previous to promotion anywhere, but the examination for the High school has been made not only an examination but a bugbear, carrying with it the implication that the common school education is finished with the Grammar school, and that the High school education which is to follow partakes rather of the nature of an accomplishment, valuable doubtless to the children of well-to-do parents and to those who

aspire to be teachers, but quite needless to the great mass of boys and girls who attend the public schools. This impression, very general among parents and children, we desire to remove and substitute in its place the conviction that no parent is justified, except from imperative necessity, in taking away his children from the public schools till the public school course is finished. But such a necessity does sometimes exist. Extreme poverty, a fatherless home, a very large family, often drives boys out of school and into a store or a workshop before they are half educated. This difficulty the Board has sought to remedy in part by the establishment of evening schools, and in part by adding a commercial department to the High School. The utility of the latter is limited within very narrow bounds, by the wholly inadequate conveniences afforded by the present High School building. The success of private schools of this character sufficiently indicates how great a want in that direction still remains unsupplied.

One aspect of the questions of a new High School building is too serious, as connected with the welfare of all our schools, to be passed over without considerate attention from the Board. From fifteen to twenty new teachers are needed every year to supply places vacated by our old teachers, or to instruct newly opened rooms. Shall we rely for this supply upon what may come to us from Normal Schools, from Female Colleges and other Seminaries, or shall we find that supply chiefly among the daughters of our own citizens, educated in and accustomed to the routine of our schools, and known to our principals for intelligence, tact, good sense and good conduct? But if we rely upon a home supply, our teachers must be educated not merely in the technics of their art, but into that self-control, thoughtfulness and general culture which results from a wisely framed scheme of High School studies, infusing into each daily lesson such influences as tend to form the character, cultivate the taste and improve the judgment. This kind of education is needed by all who are to become teachers, and this controlling influence, we are happy to say, is conspicuously manifested in the present management of the High School.

One other consideration ought to be adverted to in every reference to the erection of a Central school building. The Board of Education, although a part of the general municipal government of the city, has no place of meeting it can call its own. It seems to be regarded as a tenant at will, tolerated only so long as there happens to be a vacant room in the City Hall that nobody else

wants. There are unquestionably reasons why the twenty or thirty thousand children who annually pass up and down these stairs for tickets, and for other school reasons, should find the officers of the Board elsewhere than in the City Hall. But no landlord of a private building would probably care to rent to the Board an office to which such a throng of children is incident. An easily accessible office on the ground floor of a Central school house, would provide a place equally convenient for the Board, for parents, teachers, scholars and officers.

With these views the resolutions herewith connected, are presented by the committee, for the action of the Board.

JOHN E. EARLE,
LUCIEN W. SPERRY, } *Com. on Schools.*
S. E. MERWIN,

In pursuance of the resolutions, accompanying the foregoing report, the following course of study was prepared, presented to the Board, and by them adopted:

COURSE OF STUDY.

GRADE I.

Average age, 6 years, 9 months. Range of ages from 5 to 9 years.

FIRST YEAR—FIRST TERM.

Reading.—Lessons from Cards and Blackboard. First Reader begun. Words may be taught by the "word method," or by letters and phonic elements. Correct all errors of expression. Impress upon the minds of the children the idea that words have meaning. Illustrate, as often as possible, by some familiar explanation. Require distinct enunciation from the beginning.

Spelling.—All words used in the reading lessons, are to be spelled by letter and by sound.

Printing.—Teach the construction of letters and figures critically, placing them on the blackboard and calling attention to the forms of the different parts. Attempt no more at a time than can be thoroughly done. Never give a lesson to be copied from the card, or reader, containing letters which the children have not been taught to make correctly.

Drawing.—Teach distance from point to point in straight rows, an inch apart, then to connect the points by straight lines. Require the "inch card" to be carefully observed. Follow Prof. Ball's Charts and Manual. Charts No. 1 and 2.

Numbers.—(Concrete). Develop, with objects, a clear perception of numbers to 10. Count, read and write to 20. Add and subtract, by ones and by twos, to and from 20.

Singing.—Teach the lessons in order as given in Mr. Jepson's Primary Music Reader.

Physical Exercise.—Gymnastics, Marching, or Vocal Drill, should occupy from three to five minutes twice, at least, each half day.

Oral Instruction.—Hold familiar conversation with the children about objects of which they know something. Encourage them to express in proper language what they know, and tell them what they ought to know. Require them to remember, and reproduce what has been said in previous conversations. Teach Color and Form.

Sentences-making.—Require the children to copy brief sentences, printed on the blackboard by the teacher. Correct common faults in the use of language through the whole course.

Morals and Manners.—Teachers will employ a few minutes every day in teaching the children what *is*, and what *is not* proper behavior at home,—in the streets,—at school, &c., pointing out the consequences. Teach maxims, carefully selected: a new one each week, at least. Repeat singly or in concert.

SECOND TERM.

Reading.—First Reader. Enunciation and phonic elements to be carefully applied in the reading exercises.

Spelling.—All words found in the reading lesson, and occasionally words used by the children, or occurring in conversation.

Slate Writing.—Printing may be continued; but script letters are to be commenced. Teach the simplest forms of small letters, and select groups as presented in the SPENCERIAN MANUAL, (p. 37). Teach, also, the principles and analysis of the letters, (SPENCERIAN MANUAL, p. 40). Words are to be formed as fast as suitable letters are learned.

Drawing.—Charts, Nos. 1 and 2.

Numbers.—Count, read and write to 50. Add and subtract to and from 20, by ones, by twos, &c., to fives. Dictate mental exercises, using the first three digits, to a sum not exceeding 20.

Singing.—Lessons from Primary Music Reader. Pure tone with moderate force should be cultivated with great care. Two or more lessons a day, of 10 minutes each.

Physical Exercise.—As in the preceding term.

Oral Instruction.—As in the First Term. Lessons on the school room; its parts; its furniture; the materials of which they are made; where obtained. What belongs to the child, the teacher, the school. On our rights in relation to property. Care of the school room and its furniture. Lessons on selected objects. Color, Form, Size and Weight of objects.

Sentence-making.—Encourage the children to write, in brief expressions of five to ten words, what they know about some familiar object; as a pet animal, a gift, a friend, &c.

Morals, } Right and Wrong. Habits of order. Keeping things in their right
Manners, } place. Keep your own things in place without being told to do so;
Maxims. } do not meddle with what belongs to others. "Order is Heaven's first law."

THIRD TERM.

Reading.—First Reader completed. Exercises in enunciation and phonic elements. Teach expression, emphasis, inflection and proper tone of voice. Observe previous directions.

Spelling.—As before. An exercise in pronunciation of words in the lesson, by teacher and pupils, will prevent errors. Spell by letter and sound.

Slate Writing.—Give lessons in printing occasionally. A larger portion of time is to be devoted to making script letters, teaching principles and analysis. Write the Spencerian groups, combine the letters into words.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, twos, &c., to fives. Dictate mental exercises, using the first five digits promiscuously. The work of the grade to be a complete development of numbers, as well as drill in combination of numbers used. Write Roman numerals to X.

Drawing.—Charts, Nos. 2 and 3.

Singing.—The first 33 pages in the Primary Music Reader, should be completed this term.

Physical Exercise.—As in the first term.

Oral Instruction.—Articles of domestic use at home; materials of which they are made; where and how obtained. Description, characteristics, form, color, size, weight, qualities, &c., of a few objects selected. Allow children to volunteer descriptions of interesting objects they have seen. Describe what can be seen in pictures of reading book, &c.

Sentence-making.—As in previous terms. Write a sentence containing one word or more, given by the teacher.

Morals and Manners.—On behavior in various places and circumstances; at home, in school, in the streets, at play, in company, among friends, among strangers. Doing right; in every thing; at all times.

GRADE II.

Average age, 8 years, 6 months. Range of ages from 7 to 11 years.

SECOND YEAR—FIRST TERM.

Reading.—Second Reader. Phonic analysis of a few words to accompany each reading lesson. Pronounce to the class words at the head of the lessons, the scholars repeating. Require correct accent and distinct enunciation; cultivate natural, easy expression; teach emphasis and inflection, with proper elevation of voice.

Spelling.—All words in the reading lessons. Distinct utterance of each letter is essential. Pronounce each syllable, repeating from the beginning of the word, on each syllable. Keep the accent in its place on disyllables, when the accent is on the second.

Numbers.—Write and read numbers to 500. Add and subtract to and from 50, by ones, twos, etc., to tens. Dictate mental exercises, using any digits whose sum shall not exceed 50. Teach notation and numeration of one period. Add a column of units on slate or blackboard, of the first three digits promiscuously, to 50. Write Roman numerals to XX. Illustrate multiplication and division to 10.

Slate Writing.—Small letters by groups; analyze, giving principles. (SPENCERIAN MANUAL, p. 37).

Drawing.—Charts Nos. 2 and 3.

Singing.—Primary Music Reader, continued.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy five minutes, twice each half day.

Oral Instruction.—Clothing, and materials of which it is made, of children, boys, girls, for week days, for public occasions. Clothing of animals and man compared. Importance of cleanliness for health, enjoyment and decency. Color as applied to dress.

Sentence Making.—Write sentences including given words; what the pupil has seen in the street or elsewhere; what is seen in a picture; in pictures of the Reader or Arithmetic.

Morals and Manners.—Kindness; good nature; making others happy, and their opposites. Politeness, respect towards parents, teachers, the aged.

SECOND TERM.

Reading.—Continue according to previous directions. Aim to secure *accuracy* and *fluency*, without haste, in calling words; right pitch and tone of voice. Explain the meaning of words not obvious. Question the children on them.

Spelling.—As in preceding term.

Slate Writing.—Add to previous directions, Capital Letters, commenced. Teach the principles. (See SPENCERIAN MANUAL, p. 60.)

Drawing.—Charts Nos. 2 and 3.

Numbers.—Write, read and enumerate two periods. Add and subtract to and from 100 by ones, etc., to tens. Dictate mental exercises to 100 with promiscuous digits. Slate work, add columns of units and tens. Teach Subtraction and Division with the smaller digits. Write Roman numerals to C.

Singing.—Primary Music Reader.

Physical Exercise.—As before.

Oral Instruction.—Comparison of animals, limb with limb, modes of locomotion, various actions and habits. How different from man. The five senses; their uses and benefits derived from them. Special lesson on Color and Form.

Sentence Making.—The same as first term. Describe events and objects that may have been observed by pupils. Reproduce what has been given in oral instruction lessons.

Morals and Manners.—Truthfulness. Evils of falsehood, deception, etc. Illustrate by events occurring. Read or relate stories to illustrate. Improper language.

THIRD TERM.

Reading.—Second Reader finished.

Spelling and Writing.—Continued as in preceding terms.

Drawing.—Charts Nos. 3 and 4.

Arithmetic.—Exercises in addition, subtraction, multiplication and division of abstract and concrete numbers. Notation and numeration, continued,

including three periods. Roman numerals to five hundred. French's First Lessons, commenced. Require pupils to learn the tables, pp. 160 to 167, as fast as they can be applied in their daily work.

Singing.—Primary Music Reader completed.

Physical Exercise.—Continued.

Oral Instruction.—Food; whence obtained. What is eaten raw? How prepared? What is cooked before being eaten? Different modes of cooking. Food of domestic animals. Our homes; different rooms and their uses; modes of heating and lighting; importance of pure air for health. Habitations of animals compared with those of man. Special lessons on color, form, size and weight.

Sentence Making.—The same as in previous terms, more extended.

Morals and Manners.—Industry. Its usefulness; the reward it brings; the exercise of skill in labor; inventions to make labor easy; to facilitate travel; to increase productions of the earth, and mechanic arts. Name and describe some inventions. Compare results of the indolent.

GRADE III.

Average age, 9 years, 10 months. Range of ages from 8 to 13 years.

THIRD YEAR—FIRST TERM.

Reading.—Third Reader begun. Observe directions previously given. Special care to be taken to express the *thought* intended by the author. Pauses are to be carefully regarded. Insist on fluency, ability to call words correctly at sight.

Spelling.—Town's Speller commenced. Pupils need not be required to memorize the defining words; but call attention to the general similarity of meaning. Spell, at each lesson, a few words by phonic elements, (pp. 11 and 12 Town's Speller), and analysis, (p. 13). Explain the *Key Mark* and its use, (43, p. 7); also the marks indicating long and short sounds, (1 and 2 p. 6). Spell orally and by writing. Teach the table of elementary sounds, (p. 8). Require pupils to syllabicate, to know to which syllable every letter belongs.

Slate Writing.—Teach the forms of letters, by principles, both small letters and capitals, according to the SPENCERIAN MANUAL.

Drawing.—Charts Nos. 4 and 5.

Arithmetic.—French's First Lessons, continued. Addition, subtraction, multiplication and division, with slate and blackboard work continued. Walton's Tables are valuable for these exercises. Also, dictation exercises. Roman numerals to one thousand.

Singing.—Mr. Jepson's Elementary Music Reader, commenced.

Physical Exercise.—As in preceding terms.

Oral Instruction.—Employments. Those who construct dwellings, make furniture, domestic utensils, clothing, time pieces, books, instruments and tools for various kinds of labor. Those who procure materials for workmen in different occupations. Whence obtained. Color, form, size, weight, sound.

Language.—As in preceding terms. Reproduce what has been said in any oral instruction lesson. Familiar topics may be suggested by the teacher.

Morals and Manners.—Honesty, faithfulness; performing all duties well, avoiding deception in language and action. Effects on one's happiness, usefulness and success; if he gets a bad name, is dishonest, a cheat, etc. Learning to do right in all school duties in preparation for the duties of manhood.

SECOND TERM.

Reading.—Third Reader. Directions as in the last term's work.

Spelling.—Town's Speller. Teach the use of marks indicating sounds of vowels, when found in the lessons, as No. 6, p. 6, numbers 18, 19, 30, 31, 32, 34, etc., in same table. Follow directions previously given.

Slate Writing.—As heretofore.

Drawing.—Charts Nos. 5 and 6.

Arithmetic.—French's First Lessons completed. Slate and blackboard work, as last term. Dictation of numbers for addition, subtraction, multiplication and division, for mental exercises, must occupy a few minutes daily. Continue slate and blackboard work. Roman numerals to 10,000.

Singing.—Elementary Music Reader.

Physical Exercise.—As before.

Oral Instruction.—Subjects of last term, and others similar, continued. Lessons on measures; liquid measures; dry measures; measures of length. Color, form, size, etc., continued.

Lessons Preparatory to Geography. Location and direction of objects in relation to the school; points of compass; direction of streets; direction of public buildings from school.

Language.—As last term.

Morals and Manners.—Respect to superiors and aged persons. Story of the Spartans and Athenians, (SHELDON'S OBJECT LESSONS, p. 896). Why we should show proper respect; way in which it can be done. Topics suggested to the teacher by the events of the day.

THIRD TERM.

Reading.—Third Reader. Directions as before.

Spelling.—Town's Speller. Directions as last term.

Slate Writing.—As before. Teachers must use the blackboard freely in giving instructions on principles.

Drawing.—Charts Nos. 5 and 6.

Arithmetic.—French's Elementary Arithmetic begun. Roman numerals reviewed. Dictation for mental exercises are to be given daily. Slate and blackboard work dictated by teacher.

Singing.—Elementary Music Reader.

Physical Exercise.—As before.

Oral Instruction.—Lessons on color, form, size, &c., having been taught, the subject of *place*, may now be taken preparatory to the study of Geography. Relative position, of objects and places; distance, direction, points of compass; boundaries of school grounds; blocks of buildings; measurement by miles, degrees.

Language.—As during previous terms.

Morals and Manners.—Self-control. Importance of avoiding bad passions; anger, revenge, ingratitude, selfishness, &c. Events of the day will suggest practical topics.

GRADE IV.

Average age, 11 years, 4 months. Range of ages from 9 to 14 years.

FOURTH YEAR—FIRST TERM.

Reading.—Third Reader. Cultivate distinct articulation, by phonic spelling and careful pronunciation. Teach “quantity” of syllables in relation to *time* and *stress*. Explain the rhetorical pause and how to use it. Emphasis, inflection, pitch, tone and volume of voice, require thorough instruction.

Spelling.—Town’s Speller. The definitions on the fifth and sixth pages to be learned; also, the Synopsis of the Key, bottom of p. 7. All previous directions to be kept familiar.

Writing.—Practice paper and Writing Book, No. 1, to be commenced. Analysis of principles to be required.

Drawing.—Charts Nos. 6 and 6½.

Arithmetic.—French’s Elementary Arithmetic. Dictation exercises to be continued by the teacher, for mental as well as slate and blackboard exercises, in addition, subtraction, multiplication and division. Pupils must be able to work all processes rapidly and correctly. Walton’s Tables may be used in connection with the book.

Geography.—Mitchell’s Primary.

Singing.—As heretofore.

Physical Exercise.—As heretofore.

Oral Instruction.—The fruits of summer. What comes first? Name the order of other fruits. Describe how they grow, cultivated or wild. Describe some characteristics of country life. Different occupations of men. On what materials do they work? What do they make?

Language.—On subjects from oral instruction lesson. Write letters, imaginary travels, voyages, etc.

Morals and Manners.—The folly and impropriety of fretfulness, fault-finding, quarreling.

SECOND TERM.

Reading.—Third Reader. Previous directions to be regarded. Vocal drill and exercises in phonic spelling to be practiced with each reading lesson.

Spelling.—Observe previous directions.

Writing.—Practice paper and Writing Books, Nos. 1 and 2 to be used. Teachers must explain the analysis of letters by frequent blackboard illustrations; also by writing tablets.

Drawing.—Charts Nos. 6 and 7.

Arithmetic.—French’s Elementary Arithmetic. Tables and collateral exercises as before.

Geography.—Mitchell’s Primary.

Singing.—Elementary Music Reader.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification. Birds of prey; climbers; scratchers; perchers; waders; swimmers. Two examples of each to be thoroughly studied. Also, color, size, habits, where found, at what season of the year; of what use to man, etc.; miscellaneous topics, common objects, at the discretion of the teacher.

Language.—Describe some object in oral instruction. Topic selected by teacher.

Morals and Manners.—Self-denial. Avoiding self-indulgence, in eating and drinking, indolence, coveting, or taking what belongs to another; improper language or remarks about others; expenditure of money beyond your means. In school, in avoiding whispering, play, or violation of any rules.

THIRD TERM.

Reading.—Third Reader, finished and reviewed.

Spelling.—Directions as in previous terms.

Writing.—Writing Book No. 2, with practice paper and analysis.

Drawing.—Charts Nos. 6½ and 7.

Arithmetic.—French's Elementary, to compound numbers, in connection with dictation exercises for mental practice.

Geography.—Mitchell's Primary.

Singing.—Elementary Music Reader.

Physical Exercise.—As before.

Oral Instruction.—Birds. Classification same as last term. The following to be studied: vulture, mocking bird, Baltimore oriole, partridge, plover; as to color, size, habits, where found, at what season of the year, plumage, mode of building nests, size, shape and color of the egg, care for the young, of what use to man.

Language.—Oral and written, as heretofore. Incorrect expressions noted.

Morals and Manners.—Decision. Characteristic of energy, enterprise, &c. The opposite of one who loiters, hesitates, falls into a "brown study," or condition of vacant-mindedness. Evil consequences considered.

GRADE V.

Average age, 12 years, 7 months. Range of ages from 11 to 15 years.

FIFTH YEAR—FIRST TERM.

Reading.—Fourth Reader commenced. Directions as heretofore.

Spelling.—Town's Speller. Teachers are to keep the pupils familiar with the notation found on the pages before the 14th. All previous directions are to be followed, until the pupils are quite familiar with them.

Writing.—Spencerian, Book No. 2, with practice paper.

Drawing.—Chart No. 7.

Arithmetic.—French's Elementary, to Fractions. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Primary.

Singing.—Elementary Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals; whale, seal, swordfish. Forest and shade trees; distinguished by foliage; the oak, elm, maple, locust, ailanthus, chestnut, hickory, etc. Occasional exercises on common objects.

Language.—Oral and written exercises on the parts of speech, preparatory to the study of English Grammar.

Morals and Manners.—Energy, activity, directness of purpose, perseverance and endurance, as contributing to success in life. Apply them to the performance of school duties.

SECOND TERM.

Reading.—Fourth Reader. Give careful attention to modulation.

Spelling.—Town's Speller. Give occasional exercises on prefixes and suffixes of words.

Writing.—Book 3, with practice paper.

Drawing.—Charts Nos. 7 and 8.

Arithmetic.—French's Elementary, finished. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Primary, finished and reviewed.

Singing.—Elementary Music Reader.

Physical Exercise.—As before.

Oral Instruction.—Forest and ornamental trees; list of the most important kinds found in New Haven; how distinguished; points of difference; uses of the trees; uses of the timber; kinds used for fuel; for building; for furniture; those of slow, those of rapid growth.

Language.—Written sentences from oral instruction in Grammar. Sentences containing parts of speech. Selected topics.

Morals and Manners.—Right choice of objects; right way of securing them; right time for doing whatever will secure success. Different ways men take to gain their ends; which right, which wrong.

THIRD TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Book No. 4 and practice paper.

Drawing.—Chart No. 9.

Arithmetic.—French's Common School, begun, or review Elementary. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Intermediate.

Singing.—Elementary Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals and shells of the ocean. To be studied particularly: whale, seal, swordfish, lobster and coral family. Heat, air, gravity, capillary attraction, earthquakes and volcanoes.

Language.—Written sentences suggested by oral instruction on Grammar. Sentences containing parts of speech.

Morals and Manners.—Cultivation of a *sense of propriety* under all circumstances. What may be regarded as proper or improper, in the family, at table, in company, at school, in the street, in dress, in addressing companions, inferiors, superiors, etc.

GRADE VI.

Average age, 13 years, 4 months. Range of ages from 12 to 16 years.

SIXTH YEAR—FIRST TERM.

Reading.—Fourth Reader. Former directions to be observed through this grade.

Spelling.—Town's Speller. Former directions to be observed through this grade.

Writing.—Spencerian Writing Books, No. 4, with practice paper and analysis.

Drawing.—Chart No. 8.

Arithmetic.—French's Common School, to Compound Numbers. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Intermediate, to the Middle States.

Grammar.—Kerl's First Lessons.

Singing.—Elementary Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—Foreign productions. Spices, pimento, nutmeg, mace, cinnamon, cloves. Forest and shade trees. Common objects selected by teacher.

Language.—Description of events, or objects which have been observed. Themes selected by teacher.

Morals and Manners.—Habit; importance of good; consequences of bad. Who are slaves under control of habit?

● SECOND TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book No. 5.

Drawing.—Chart No. 9.

Arithmetic.—French's Common School, to Factors and Multiples. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, with written and oral exercises.

Geography.—Mitchell's Intermediate, to Map of California, etc.

Singing.—Elementary Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—Domestic and Foreign Productions. Oranges, lemons, dates, figs, raisins, bananas. General description of the plant; in what country produced; manner of growth; how gathered; and for what used; any other facts of interest. Common objects selected by Principal or Teacher.

Language.—Some objects from oral instruction lesson described.

Morals and Manners.—Faithfulness in the performance of all duties. Conscience to be cherished and heeded.

THIRD TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book No. 4, with practice paper and analysis.

Drawing.—Chart No. 10.

Arithmetic.—French's Common School, to Converse Operations. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons.

Geography.—Mitchell's Intermediate, to South America.

Physical Exercise.—Continued.

Singing.—Elementary Music Reader.

Oral Instruction.—Domestic and Foreign productions. Tea, coffee, sugar, rice, cotton. In what countries produced; from what obtained; general description of the plant and other facts of interest.

Language.—Papers written on subjects selected by the teacher.

Morals and Manners.—Review the duties and obligations of individuals to those with whom they associate in private and public life.

GRADE VII.

Average age, 14 years, 2 months. Range of ages from 12 to 16 years.

SEVENTH YEAR—FIRST TERM.

Reading.—Fifth Reader. The book may be read in course, or selections may be made, at the option of the Principal. Vocal drill, and all previous directions, are to be regarded by this grade.

Spelling.—Town's Speller. Attention to be given to definitions in connection with each lesson, or one lesson each week to be devoted entirely to definitions and synonyms.

Writing.—Spencerian Writing Books, Nos. 4 and 5, with practice paper. Analysis and blackboard illustrations. Selections of higher numbers of books may be made.

Drawing.—Chart Nos. 11 and 12.

Arithmetic.—French's Common School, to Percentage. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, with written and oral exercises.

Geography.—Mitchell's Intermediate, to Great Britain, three lessons a week.

History, U. S.—Anderson's Pictorial School History; two lessons a week.

Singing.—Elementary Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—Forest and Shade trees. Growth of the plant from the sprouting of the seed to the ripening of the same. Distinguish trees by foliage. Sound, light, water, meteorology, hygiene. Miscellaneous topics.

Language.—Topics from oral exercises, morals, etc., or selected by teacher. Abstracts of any school exercises.

Morals and Manners.—Traits of character that will contribute to usefulness, happiness, and success in life. Topics suggested by daily events, in and out of school. Also any of the topics named for the lower grades.

SECOND TERM.

Reading.—Fifth Reader, in course or from selections.

Spelling.—Town's Speller. The work of this term is specially important and requires careful attention.

Writing.—Writing Books, Nos. 4 and 5.

Drawing.—Chart No. 10.

Arithmetic.—French's Common School, to Interest. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, etc., as last term.

Geography.—Mitchell's Intermediate, to Asia, three lessons a week.

History, U. S.—Anderson's Pictorial School History; two lessons a week.

Singing.—Elementary Music Reader.

Oral Instruction.—Historical sketches of renowned cities and representative men. Electricity, magnetism and magnetic telegraph.

Language.—Subjects as last term.

Morals and Manners.—Duties of the employer and employed.

THIRD TERM.

Reading.—Fifth Reader, as last term.

Spelling.—Town's Speller; directions as last term; book finished.

Writing.—Writing Book No. 6, and directions as before.

Drawing.—Chart No. 11.

Arithmetic.—French's Common School, to Ratio and Proportion. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons.

Geography.—Mitchell's Intermediate, finished; two lessons a week.

History, U. S.—Anderson's Pictorial School; three lessons a week.

Singing.—Elementary Music Reader.

Oral Instruction.—Minerals; government; historical and biographical sketches, etc.; prominent events occurring in any country, describe.

Language.—As during first term.

Morals and Manners.—Patriotism, enterprise and public spirit for public good. Elements of national character necessary to secure prosperity to a country.

GRADE VIII.

EIGHTH YEAR—FIRST, SECOND AND THIRD TERMS.

Reading.—Fifth Reader. See directions for Grade VII, first term.

Spelling.—Henderson's Test Words. 2d term, finish; 3d term, review.

Writing.—As in Grade VII.

Drawing.—Charts 11 and 12.

Arithmetic.—French's Common School, to Progressions. Eaton's Intellectual Arithmetic. 2d term, complete French's Common School Arithmetic, and 3d term review it.

English Grammar.—Kerl's First Lessons, or Common School, if expedient.

History U. S.—Anderson's Pictorial School.

Singing.—Elementary Music Reader.

<i>Oral Instruction,</i>	} As during first term, Grade VII, or any topics previously given.
<i>Language,</i>	
<i>Morals and Manners,</i>	

GRADE IX.

Average age, 14 years, 8 months. Range of ages from 12 to 16 years.

NINTH YEAR.

FIRST TERM, (20 WEEKS).

Arithmetic (reviewed) and Bookkeeping.

English Language and Composition.

Physical Geography.

French, German and Latin.

SECOND TERM, (20 WEEKS).

Arithmetic and Bookkeeping.

English Language, etc.

Physical Geography.

French, German and Latin.

GRADE X.

TENTH YEAR.

Algebra.

Botany.

History and Constitution of U. S.

French, German, Latin.

Algebra.

Physiology.

History.

French, German, Latin.

GRADE XI.

ELEVENTH YEAR.

Geometry.
 Natural Philosophy.
English Literature.
French, German, Latin.

Geometry.
 Chemistry.
English Literature.
French, German, Latin.

GRADE XII.

TWELFTH YEAR.

Astronomy.
 Geology.
French, German, Latin.
Trigonometry.

Reviews and Normal Instruction to
 those who wish to prepare them-
 selves for teaching.

COLLATERAL STUDIES.

During each term of the year, at stated times, all the pupils in the last four grades, will have exercises in elocution—in the form of Reading, Declamation, or Recitation; also in Orthography, Penmanship, Drawing, Vocal Music and Composition.

TABULAR VIEW OF STUDIES IN THE PUBLIC SCHOOLS.

STUDIES.	1st GRADE.			2d GRADE.			3d GRADE.			4th GRADE.			5th GRADE.			6th GRADE.			7th GRADE.			8th GRADE.			9th GRADE.			10th GRADE.			11th GRADE.			12th GRADE.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.			
Lovell's 1st Reader	47	87	128																																	
" 2d "				55	118	216																														
" 3d "							41	102	150	198	251	318																								
" 4th "													57	123	189	226	301	380																		
" 5th "																																				
Town's Speller.							29	37	49	50	57	68	69	77	82	90	99	114	138	168																
Head. Test Words.																																				
Arith. 1st Lessons.																																				
" French's Etc.							81	107	80	64	89	123	161	206	258																					
" Com. School																																				
Geog. Primary.																																				
" Interned.																																				
Gram. 1st Lessons.																																				
" Com. School																																				
History U. S.																																				
Penmanship.																																				
Drawing. Ch. Nos.																																				
Voc Mus. Prim. Lea.																																				
" Mus. Read.																																				
General History.																																				
Bookkeeping																																				
Physical Geography																																				
English Language																																				
Physiology																																				
Botany																																				
Algebra																																				
Constitution U. S.																																				
Geometry																																				
Natural Philosophy																																				
English Literature.																																				
Chemistry.																																				
Astronomy.																																				
Geology.																																				
Trigonometry.																																				
French																																				
German.																																				
Latin.																																				

Reviews of English studies during the last half of this year.

Reviews of English studies during the last half of this year.

Studies in Italics are optional.

REMARKS ON THE TABULAR VIEW OF THE COURSE OF STUDY.

The course of study presented in the accompanying scheme is adapted, as nearly as possible, to the present stage of advancement of the classes in our schools. A year's trial will enable us to ascertain what modifications may be necessary to render the adaptation more perfect. The following suggestions and cautions are to be kept in mind while endeavoring to work the classes in accordance with the scheme.

1. Each grade will, ordinarily, include rooms in the Grammar Schools, as follows:—

Grade I,	rooms 1 and 2	Grade V,	rooms 9 and 10
“ II,	“ 3 “ 4	“ VI,	“ 11
“ III,	“ 5 “ 6	“ VII,	“ 12, 2d class
“ IV,	“ 7 “ 8	“ VIII,	“ 12, 1st “

2. The *youngest class* in the grade is to complete the work assigned for each term; and the older classes will finish it in *two terms* or *less*, and then proceed to the studies of the next grade.

3. To determine whether the classes are *on* the grade, *behind*, or *in advance* of it, ascertain whether the *youngest class* has done the work assigned satisfactorily, and what is the relative advancement of the older classes. Each teacher is held responsible for thoroughness in that part of the grade to which her classes belong.

4. If any classes are found competent to advance more rapidly than the grade directs, they are not to be hindered in their progress, provided their work is well done. Individual promotions are to be encouraged, at monthly examinations. But haste must never be made at the expense of thoroughness.

5. The numbers in the Tabular View, against each study, indicate the pages to be completed during each term. The dash indicates that the study is pursued, without directing how much shall be accomplished.

REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

TO THE BOARD OF EDUCATION OF THE NEW HAVEN CITY SCHOOL DISTRICT:

Gentlemen :—In presenting a statement of results pertaining to the interests of public school instruction, during the year just completed, I have but little information to give which has not, from time to time, come under your own personal observation, or been laid before you, as circumstances have required, for your consideration. It is scarcely necessary for me, therefore, to assure you that a gratifying measure of prosperity and obvious progress have attended the efforts of those who have labored for the improvement of the young placed under their charge. Nevertheless, it is due to the people who liberally provide funds to meet all needful expense, who entrust both their property and their children to your hands for the promotion of general intelligence, that a full statement of what has already been accomplished should be placed before them, as evidence of a faithful performance of duties and a proper expenditure of money.

The steady growth and increased efficiency of our public school system, from year to year, may be regarded as the strongest proof of an enterprising and prosperous community. For no other purpose is so large a sum required in all the public expenditures of our municipal administration; and for no other object is money more cheerfully and liberally furnished by our citizens than for the education of the children. A sentiment, well nigh universal, prevails, both among the wealthy and those whose means are limited, that mind is the controlling power among men; and that some cultivation of its faculties, the attainment of some elementary knowledge, at least, must be secured by every child, before he can enter upon the great life struggle, with a reasonable hope of rising above the privation and servitude which inevitably fall to the lot

of the ignorant. Indeed, no class of our citizens more thoroughly appreciate this sentiment than those whose early opportunities for an education were limited, who are every day painfully reminded, in the competition of life, of their ir retrievable loss, and their feelings find expression in language uttered with emphasis: "I want my children to have a better education than I have had; I do not wish my children to suffer for the want of learning, as I have done."

But the cordial sympathy manifested in behalf of our schools, and the generous support given them, indicate a broader view of the advantages resulting from a general education of the young. The conviction is manifest that the large outlay required for their administration is abundantly repaid in the promotion of the general interests of society. Material resources can be developed and applied to useful purposes for the public good, only as mind is trained to discern their character, and devise the best methods of turning them to a practical use. Hence, every artisan, every laborer, made more intelligent, is rendered more competent to increase the value of the material upon which his skill is employed. He contrives ways whereby immensely larger results are produced with less physical effort. Inventive genius makes the difference between the condition of society in despotic, barbarous countries, and those in which freedom and universal intellectual culture abound. But inventive genius is dependent upon educated mind; hence the value of early mental training of the young becomes the foundation on which individual and public prosperity, in all material interests, must rest.

Obedience to authority should be so taught in the family, and confirmed in the schools, that in the development of character a cheerful obedience to the laws of the land shall become the strongest safeguard of a free, self-governing people.

SUMMARY OF STATISTICS FOR 1869-70.

The population of the New Haven City School District is about	45,000
The number of persons between the ages of 4 and 16 years, enumerated in January, 1870, was	9,936
Increase over 1869,	186
The number of school houses occupied during a part, or whole of the year,	21

Owned by the district,	13
Whole number of rooms, each under the charge of one teacher during the last term of the year,	121
Increase,	4
Whole number of sittings,	6,382
Increase,	313

TEACHERS.

Whole number of male teachers now employed in the day schools, including teachers in Music and Drawing, one each,	13
Increase,	1
Number employed in the evening school,	5
Total male teachers,	18
Whole number of female teachers,	135
Increase,	13
Whole number of teachers employed in the day schools,	148
Increase in the day schools,	14
Whole number of teachers in the day and evening schools,	153

NUMBER OF PUPILS IN ATTENDANCE.

Number of scholars registered (admitted) during the year,	6,878
Increase,	111
Average number registered (belonging) during the year,	5,818
Increase,	154
Average daily attendance, after deducting absences,	5,502
Increase,	165
Per cent. attendance of all the schools,	94.56
Increase, . . . . .	.36
The ratio of the average number registered, (belonging) to the number enumerated, (between 4 and 16 years), . . . . .	.585
Increase, . . . . .	.004
Whole number of absences during the year,	117,936
Increase,	546
Average number of pupils absent daily,	294
Increase,	1
Number of absences to a scholar on the average number registered,	20.3
Decrease, . . . . .	.5

Whole number of tardinesses during the year,	7,210
Decrease,	1,894
Number of tardinesses to a scholar, on average registered number,	1.21
Decrease, . . . . .	.38
Number of truants in all the schools,	351
Decrease,	18
Number of cases of truancy,	580
Decrease,	96
Number of suspensions,	350
Increase,	85
Number of half days perfect attendance, Boys,	16,366
“ “ “ “ “ Girls,	14,339
Increase over 1869, Boys,	1,303
“ “ “ Girls,	1,714
Number half days, all present,	7,561
Increase,	1,230

NOTE.—The number attending the evening school is not included in the statistics above.

The statistics which appear above and in the tables of the Appendix of this report, furnish most of the substantial facts necessary to give a correct idea of the condition of the schools during the past year. These results are derived chiefly from records carefully kept by the teachers and sent every week to the office of the Board of Education. Their accuracy is there tested, and they are filed for future reference and use. Thus we have reliable data for a comparison of the condition of the schools, from year to year, and the best record of facts from which their history may be obtained.

A general survey of the results indicates a moderate gain in nearly all the particulars reported. The *increase* of children in the district, as appears from the enumeration made in January last, is somewhat less than that of the previous year; and less than half as large as that of 1868. By a comparison of the numbers enumerated in 1869 and 1870, it appears that some of the sub-districts have gained while others have lost, as may be seen by the following table:

SUB-DISTRICTS.	Census of 1870.	Census of 1889.	GAIN.	LOSS.
Webster, . . .	1915	1875	40	
Eaton, . . .	1256	1033	223	
Wooster, . . .	1442	1707		265
Dwight, . . .	1907	1966		59
Skinner, . . .	1419	1345	74	
Washington, . .	1997	1824	173	
	<hr/> 9,936	<hr/> 9,750	<hr/> 510	<hr/> 324
Total increase,				186

As a consequence, the pressure for seats at the Wooster, Hamilton and Fair Street schools has been very sensibly diminished ; while at the opening of the summer term of the Howard Avenue School, the number of applicants for seats was nearly one hundred greater than could be received. Provision was made for their accommodation by adding some sixty or seventy chairs in the lower rooms, and sending a portion of the applicants to the Washington School.

The Skinner School has not been able to receive all who have applied for admission during the year. Two rooms in the vicinity have been rented to accommodate the surplus. The new Edwards Street Primary building will relieve all pressure in that district, as well as the northern portion of the Wooster District, should it be necessary.

The Dwight School has been much crowded in all its grades, throughout the year. The Principal has taken special care to promote and keep the upper rooms full, and by so doing has been able to receive nearly all the applicants. The Dixwell, which is tributary to the Dwight, has been well filled ; but with the addition of a new primary room, by the removal of the wood building from Goffe Street, to the Dixwell premises, ample accommodations are provided for primary scholars in that vicinity.

A year ago, the trustees of the Goffe Street School building finished a room in the basement, to which the primary department was transferred from the wooden building on the corner of Goffe and Webster streets. Since that time the Goffe Street School has been under the immediate supervision of the Principal in the same building.

Additional seats have been provided as follows: To the Skinner branches on State Street, 88; Wooster, 60; Howard Avenue, 60; Cherry Street German-English School, 105; making a total increase for the year, 313.

Except the primary building on Edwards Street, of which the foundation has recently been laid, no new house has been erected during the year; nor have any material changes been made in the old ones. The Carlisle Street School was discontinued at the close of the last term, in consequence of the small number of pupils in attendance. Should the pressure in the Howard Avenue School require additional room, this house thoroughly repaired and supplied with new furniture, might be conveniently used as a primary branch, under the supervision of the principal of that School.

The adjustment of School accommodations to the number of pupils for whom provision is required, is probably more nearly perfect, at the present time, than at any former period. While the number of unoccupied seats is smaller than at any previous time, the number of children who fail of admission for want of room, is comparatively small. The Grammar Schools are so located as to be easily reached by all the pupils of the district above the primary department, if we except the Newhallville section of the city. No new Grammar School building will therefore be required for years to come, if the proposition of the Board for a new High or Central School should be accepted. A primary building somewhere in the vicinity of Oak and Asylum Streets, will be needed soon, to accommodate the children who are too remote from other schools. The wants of the Division Street neighborhood will be governed very much by the increase of population, dependent on the manufacturing interests in that part of the district.

ATTENDANCE.

The perusal of masses of figures, in tabulated form, may not be very entertaining reading; nevertheless, it may be instructive. Turning to Table V, in the Appendix, a "Summary of Statistics" will be found, comprising the totals of each school, and the totals of all the schools, presenting a number of the most important facts in relation to attendance during the year. In Table IV, the same results reached by each *room* of the several schools will be found. Also, a record of rooms presenting the largest number of perfect sessions.

Regularity of attendance can never be omitted in taking note of the progress of our schools. It is the basis of all operations and results by teachers and scholars. The returns of all cash expenditures for public school instruction are dependent on this as one of the important elements of success, in a business point of view. Elegant and well furnished school edifices are useless; the efforts of the wisest and most devoted teachers are vain; the most perfectly devised systems are worthless, if the pupils for whom all such provision is made are not present.

No lessons taught in our schools are of greater value than those which inculcate habits of regularity; which impart stability of character and steady adherence to the performance of duty, a patient continuance in well-doing

Among the gratifying proofs of general progress, is the steady gain which our reports indicate in regularity of attendance. Although the per cent. of attendance in all the schools has been but thirty-six hundredths (.36) greater than the previous year, giving an average of ninety-four and fifty-six hundredths (94.56) per cent., the result is encouraging, because the point reached last year was so high that future increase must necessarily be small. The effort on the part of the teachers, in general, to induce regularity, has been highly commendable; a considerable number have accomplished all that can be desired. They have spared no pains to make the schoolroom and the exercises attractive; have sought out the causes of absence, to ascertain whether it had happened through the fault of the pupil, or the neglect, or indulgence of injudicious parents. The services of such teachers have been scarcely less valuable in this direction than in imparting direct instruction in the various branches taught. Indeed, these are the teachers whose general success is most commonly marked and undoubted, for the ambition and enthusiasm awakened in this particular, both in teacher and pupil, seldom fail to become diffused through and pervade all the duties of the school.

Parents, too, are taking a deeper interest in the subject. They are beginning to appreciate the effect of habit on the future welfare of the child; whether it shall be formed to punctuality and regular attendance upon duties; or, begun in childhood, it shall be controlled by fitful impulse and caprice through all the years of mature life. By their own observation, and through the suggestions of the teachers, or indirectly from the instruction of the teachers to the children, parents are learning that it is an impor-

tant part of a child's education to learn to be *provident*,—to foresee what duties will be required before school hours arrive, and to strive to have them performed, so as not to occasion absence or tardiness,—to be *energetic*, working with a will to overcome obstacles which seem to lie in the way of accomplishing a purpose,—to be *heroic*, bravely encountering storm and wind, heat and cold, to reach the place to which duty calls,—to be *self-denying*, resisting the temptations of appetite, ease and amusement, which inopportunely solicit a little time for enjoyment. These characteristics of a vigorous and intelligent manhood are to be inculcated with as much solicitude and care as a knowledge of the combination of numbers.

The following figures are given to exhibit the average number of *absences* and *tardinesses* to a scholar, in the different schools, based on the average number registered, in the schools. The first column shows the average number of *half days absence* to each scholar; the second shows the average number of *tardinesses* (in whole numbers and decimals), to each scholar, during the year :

Schools.	No. half days absence to a scholar.	Times tardy to each scholar.	Schools.	No. half days absence to a scholar.	Times tardy to each scholar.
High,	15	1.44	Dixwell,	21	2.42
Webster,	18	.2	South St.,	17	.84
Eaton,	19	.57	Fair St.,	30	.76
Wooster,	19	.57	Goffe St.,	34	6.65
Dwight,	19	.64	Division St.,	17	3.90
Skinner,	19	.62	Elm St.,	4	2.92
Howard Av.	24	1.11	Whiting St.,	50	4.2
Hamilton,	13	.84	City Point,	17	4.29
Washington	26	1.06	Carlisle St.,	103	34.65
			Skinner b'ch,	33	3.88

The average number of absences for all the schools, is 20.3 to a scholar. Average number of tardinesses to a scholar, 1.21.

The difference in the results as presented above is so marked, that the inquiry naturally arises, "What has occasioned such a disparity?" The question is not easily answered. Epidemic diseases, occasional sickness, detentions by parents, indifference of parents and children to school interests, bad habits and want of proper home training, and many other causes contribute to irregular attendance. Some of them undoubtedly operate, at times,

with greater force on some schools than on others. There may be a radical difference between different classes of children in their general character and out of school associations, sufficient to account for difference of attendance in the several schools. Whatever may be the cause, there is the fact ; and it cannot fail to be a matter of interest in the future, both to teachers and parents, to determine what the cause is ; and, if possible, to find some means for removing, or at least greatly diminishing the evil.

One thing is certain. The work of reform depends on three parties ; parents, pupils and teachers. Parents have the control of the matter in their hands ; it is their first duty to devote whatever of influence they have to secure the constant attendance of their children upon school duties, except in case of sickness or unusual and unavoidable emergencies.

Pupils will act generally according to the habits they form. Let them become accustomed to regularity in attendance upon school, and under right influence it is not difficult to establish in them a strong desire or even a determined resolution, never to lose a day at school. Under the combined influence of parent and teacher, few children would ever fail to accomplish all that could be desired.

The teacher, outside of the school room, is powerless to *control* in this matter ; but fortunately, by the very position of co-laborer with the parent, is endowed with influence which it would be a dereliction of duty not to employ. If the injudicious parent fails to understand what is for his child's interest, neglects duty, or errs in relation to its education, a few words from the teacher, a kindly interest manifested in the child, will often correct errors into which parents sometimes fall. The teacher learns, at least, what kind of influence governs the pupil at home, and can judge more accurately what treatment is expedient at school. If the parent is beyond the reach of reason, and the case is hopeless for correction, the sooner the fact is known, the better for future action.

In no direction is the way open for so grand an advance in the progress of public school improvement, as that which shall bring teachers and parents into more intimate relations. When a mutual understanding and a cordial co-operation shall be effected, school government will be shorn of most of its perplexities and instruction will become far more efficient.

THE NEW SCHEME OF STUDIES.

The course of study adopted by the Board and presented elsewhere, is designed to give specific directions for a proper division of labor among the teachers, and to indicate the portion for which each teacher is held responsible. The duties assigned to each department, or grade, are necessarily stated in a very brief manner, and only an occasional suggestion has been thrown in, to direct the teacher as to particular results to be secured and the methods of reaching them.

In presenting a brief review of the condition of the studies in our schools, I deem it proper to add some things which were necessarily omitted from the scheme, to give a more complete idea of what is to be accomplished.

READING.

We have labored long in the old beaten track of teaching the art of reading, but not without earnestly desiring the introduction of improved methods. Scarcely any attempt has been made to cultivate the voice, or train the vocal organs, except incidentally in the practice of vocal music. We had heard of the "Vocal Drill," as given by Prof. Monroe of Boston, of which Superintendent Hancock of Cincinnati, after witnessing exercises in the Boston Schools, says:—"The work he (Prof. Monroe) was doing, seemed not only to be valuable as a vocal drill, but admirably calculated to develop the literary tastes and strengthen the critical powers of the pupils. Much of the excellence of the Boston schools is to be attributed to the influence and labors of Professor Monroe. The mutual aid he and the music teachers render each other, contributes greatly to the success of their respective branches."

In March last, Miss Carrie B. LeRow, a pupil of Prof. Monroe, and previously a teacher some three years, in the Brimmer (Grammar) School of Boston, came to New Haven and presented the subject of reading and Monroe's system to the teachers assembled. They were so favorably impressed that nearly all agreed, at once, to take from her a course of instruction. The benefits derived from her teaching began immediately to be manifest in the physical and vocal improvement of both teachers and pupils, wherever the system was thoroughly applied. Not only did she impart instruction to the teachers, but twice she went through all the

schools of the city, giving practical illustration of her method to teachers, by conducting the pupils of each room through the exercises, from the lowest primary to the High School.

I cannot here enter into details as to the advantages which ought to be derived from the instruction which our teachers have received. If in the education and training of our children it is important that they secure the habit of erect position, both in sitting and standing, the expansion of the chest and lungs, the habit of taking large and deep inspirations, a full development of the physical system, the possession of a pure, flexible, full tone of voice; if these are things that have direct relation to their future happiness and usefulness, there can be no doubt that the teachers of our schools are much better fitted to benefit their pupils from the instruction they have received, than before. Nor are these exercises much less valuable to the teachers themselves, so far as health is concerned, than to the pupils. There can be no doubt, in my judgment, that we are now prepared to accomplish a work in vocal culture, which hitherto it has not been in our power to do. It remains to be seen who are our earnest and successful teachers in this department.

The directions in the course of study are so full, that no further instructions are here needed on this subject. It should be borne in mind by every teacher, that the first advantage resulting from ability to read with *facility* and *comprehend* readily what is read, is a gain to the school in a clearer comprehension of *all lessons* and a more rapid advancement in all school duties.

SPELLING.

Ability to spell correctly is one element of fluent reading.—Hesitation in reading comes from inability to pronounce words at sight. The child fails to pronounce, (1), because he does not perceive the power of the phonic element, the *sound power*; or (2), does not perceive the order of the letters; or (3), fails to divide the word into syllables. Spelling by letter is well; but for improvement in reading, phonic spelling is far better. Especially let the latter be applied to difficult words in the reading lesson. The division of words into syllables must not be neglected. The words are divided in the spelling book, but not in the reading books above the second reader. The teacher should explain the usual methods of syllabication, till pupils can do it readily for themselves. (See Manual of English Pronunciation and Spelling,

by Soule and Wheeler, § 226, &c.). Want of observation and fixed attention are the chief causes of mis-spelling.

Spelling is well taught in most of our schools, except a little want of attention to the principles contained in the first thirteen pages of the speller.

PENMANSHIP.

Printing on the slate is the first step in this branch. Children recognize the form of the printed letter more readily than the script, because they learn first to read the printed word. It is well, therefore, to occupy the first six months with printing exercises; but they very readily learn the script, and may begin it at first if teachers prefer to do so. Many teachers commit a serious error in requiring the little ones to copy their reading lessons, which contain letters they have never been taught to form. The result is, a slate full of hieroglyphic, unreadable scrawls, from which no benefit is gained, except that it is *beyond* criticism, and therefore requires no time or attention of the teacher. They should never be allowed to copy the form of any letter, or figure in drawing, which the teacher has not carefully taught them, unless occasionally for recreation. In most of the schools penmanship is well taught. Specimens sent to the office of the Board for inspection present a uniformity of style, a perfection in the application of principles, which we do not often see excelled by pupils of the professed teacher of writing. Many specimens of slate writing, by the children of the lower grades, have shown proofs of skill and attainment quite surprising. It is a matter of regret, however, that there is occasionally a teacher who fails in this branch, though quite successful in others. But the number of this class is diminishing.

ARITHMETIC.

Numbers, is the caption under which, in the primary rooms, Arithmetic begins. It will be seen that this subject is made more prominent in the lower grades than heretofore. From numerous trials with the youngest children, I am satisfied that they are capable of accomplishing more than has been required. But it must be by a proper and gradual development of the subject. Simple, oral exercises, of the nature of familiar conversations between the teachers and children, filled with the simplest, plainest illustrations with objects, can be made exceedingly attractive, without

burdening, or overtaxing the mind. There is no good reason why pupils in the middle grades of our Grammar Schools should not be farther advanced than they have been, in the study of Arithmetic. But their progress must be accelerated rather by an adaptation of familiar instruction to their comprehension and the unfolding of principles in the earlier part of their course, than by attempting "forced marches," in their present stage of advancement.

GEOGRAPHY.

Some knowledge of the earth on which we dwell is essential to every child, as preparatory to the attainment and employment of all other kinds of knowledge. Our children study Geography much as Prof. Agassiz says natural science is learned. "You study nature in the house, and when you go out of doors you cannot find her." They accumulate in memory a vast amount of facts; but how do they use them? During the late war, every battle or other stirring event, brought out the maps to enlighten us as to its exact locality, the way to reach the place, by land or water, its surroundings and local characteristics. So of the present Franco-Prussian war in Europe. One can hardly form an intelligible idea of the country he is to traverse in a brief pleasure trip to the White Mountains, or in a retreat from the scorching heats of New Haven to a cool country town among the hills of Litchfield county, without first learning a geographical lesson, of a practical character, which the school never taught. Geography is an accumulation of facts relating to the earth's surface, in a systematic form. The *general facts* can be remembered and made available. Minor and particular ones can neither be learned satisfactorily nor retained in the memory, until permanently fixed by association with objects or events of interest; as Gettysburg, "Sherman's March to the Sea," or Lake Winnipissege and Mt. Washington, during a summer's pleasure trip.

What to learn and what to omit, is the question. Any text book, placing the essentials and non-essentials apart, is the thing most needed for our pupils. At present only general directions can be given.

1. Much oral instruction can and should be given, with very familiar illustrations, before lessons from the book are required. The language of the text book must be explained and simplified; also, every definition, term and subject must be so presented as

to be clearly comprehended by the pupil, *before* the lesson is required to be learned.

2. The natural or physical features of the globe, and all phenomena dependent on them, such as variations of climate, productions, animal, vegetable, mineral, etc., should be understood and remembered, as the *basis* of all geographical knowledge. Insist on a thorough familiarity with political and topical geography, in general; but care should be taken to avoid unessential particulars.

3. The first fifteen pages of the Intermediate Geography should be made themes for much oral instruction. If the primary book has been well learned, only the "general questions" on the maps, with a suitable amount of descriptive matter, need be required. Faithful instruction on the portion thus included, communicated so as to create an earnest interest in the subject, will furnish pupils with a very satisfactory amount of geographical knowledge.

LANGUAGE.

The course of study proposes to teach children how to write, as they learn how to talk. Words that can be spoken correctly and understandingly, can be written in the same manner. Want of practice and instruction makes the difference, in facility, between oral and written expression.

When a child becomes acquainted with a word, let him learn to use it in all ways that may be useful to him or others. Why take so much pains to teach our pupils how to read what others have written for them; and neglect to teach them how to communicate their own thoughts to others through the medium of written language?

To the little child, the word cat, which he prints, conveys a thought. Prefix a word, my cat, and that thought is modified by the new word. Add another word, my cat runs, and the thought is extended. Teach the pupil how to invent similar expressions, and to extend them as the power of comprehension increases; thus continuing the practice through successive grades of the school to the highest, and how can he fail to possess a capability in this branch equal to any other on which he has employed the same amount of time and effort?

Observe now two results: English Grammar having been imperceptibly incorporated into the daily exercises, its utility being

recognized, becomes natural and easy in its application. "Composition writing" is no longer a bugbear; on the contrary, it becomes a positive pleasure to converse with distant friends through the medium of written language. The accurate use of written language greatly facilitates a correct and ready employment of spoken language.

HISTORY.

The time allotted to history will be somewhat extended, by giving to it what is saved by the abridgment of geography. This study may very properly begin at least a grade lower than heretofore, and alternate with the recitations in geography. Let them be a complement of each other, by frequent interchange of references. History should be studied by subjects, as much as possible, and should be recited by topics; at least, by advanced classes and on reviews. Dates and events should always be associated. Older pupils ought to study the form of our government in connection with history.

ORAL INSTRUCTION.*

It is a fact to be regretted that, of the six thousand pupils in attendance upon our public schools, less than two thousand are found there after twelve years of age. The knowledge they are able to acquire of the studies pursued, with the best of instruction, must be very meager and elementary in its character. And yet this is their chief preparation for the struggle of life; to become citizens of the commonwealth; to participate in every department of business; to give character to the community where they dwell, and take part in the conduct of public affairs. The question comes with force, what more can we do for the individual benefit of these children and the welfare of society at the same time?

It is proposed, by oral instruction, to impart a more full and correct knowledge of the objects with which they will soon have something to do, than mere accidental observation will furnish; to give them some knowledge of the principles, methods and qualifications requisite for all business transactions; and above

* Teachers desiring text books to aid them in methods of preparing and presenting subjects, will find the "Manual of Elementary Instruction," also "Lessons on Objects," by E. A. Sheldon, Principal of the Oswego Normal School, exceedingly well adapted to their wants.

all to impress upon their young minds the importance of propriety of conduct, of honor, of justice and integrity in all their relations to others.

Oral instruction will include, therefore, all that pertains to morals and manners, as well as to objects, etc., although presented under a distinct head in the course of study. In no way can the teacher perform better service than in cultivating a conscientious desire to do right and to avoid doing wrong. The occurrences of the school room furnish frequent opportunities to illustrate principles and consequences of conduct. The mere preservation of order should never be regarded, by teachers or pupils, as the chief end of school government. Obedience and the faithful performance of duties should be urged, in order to form correct habits for the future, quite as much as for present convenience in the school.

Good manners, correct habits of behavior, common politeness, a kind regard for the interests and happiness of others, should be constantly urged upon the attention of children, as an important part of their education. Nowhere is there a better opportunity to unite theory and practice, than in the little community of the schoolroom. Children need to know that their future success and enjoyment will depend, in no small degree, on the way in which they treat those with whom they are associated in business, or pleasure.

The subjects presented in the scheme for oral instruction are designed rather to furnish themes of a practical character, than a rigidly arranged system of topics, one part dependent on another. While each teacher should treat quite thoroughly the topics assigned to the grade, it will be well occasionally to take up the subjects of previous grades, by way of review, especially on morals and manners.

Success in this department will depend more upon thorough preparation on the part of the teacher, than anything else. Full notes, very definitely prepared, should be made by the teacher before attempting to give a lesson. First, draw out all the knowledge the pupils possess; second, impart new information no faster than they can appropriate and reproduce it.

WILLIAM H. WELLS, Esq., late Superintendent of Schools in Chicago, in his excellent work entitled "Graded Schools," speaks of oral instruction as follows:

"The regular course of school studies, in most cities and towns, is already sufficiently extended, and yet it is notorious that children leave the public schools lamentably deficient on a great variety of subjects connected with a

sound practical education. It is found impracticable to introduce the study of physiology in the Grammar Divisions, with an additional text-book and a course of daily recitations; and so most of the pupils complete their course without any knowledge of the important functions of the lungs and heart, and the general laws of health. We cannot add the study of *mineralogy and geology* to the course; and pupils go out from the schools without any satisfactory knowledge of the materials employed in constructing the flag-stones on which they walk. We cannot introduce natural philosophy; and most pupils leave without any definite knowledge of the principle involved in rowing a boat, or even in floating it. We cannot add chemistry; and pupils leave without being able to explain the rising of a loaf of bread, or the burning of a common fire. And yet, a careful study of the philosophy of education will show, that the schools are all this time suffering for the want of the relaxation which would be afforded by a systematic course of oral instruction, exactly suited to supply these important deficiencies. A series of oral lessons, occupying fifteen minutes a day, and continued through the entire course of the Grammar department, would be sufficient to embrace a wide range of practical exercises in common philosophy, and common things. Such a course of lessons would introduce an agreeable variety, without interfering with the successful prosecution of the other branches. If called up at the right time, it would infuse new life and vigor in the classes, and prepare them to do more in the time that remains, than they would otherwise accomplish, even with the additional fifteen minutes."

J. M. GREGORY, Superintendent of Public Instruction, Michigan, says:

"Nor need any one fear that the use of object lessons will diminish the amount of learning that will be acquired by the pupils. On the contrary, experience proves that the little child will learn to read faster and better, under a course of instruction such as proposed, while the older pupils will go forward with more intelligence and ease, when the theoretical statements of the text-books are prepared for and illustrated by the plain facts of sense. All teaching in our schools would gain both in vividness and value, if a more frequent appeal were made from the facts as stated in books, to the facts as they are exhibited in the world without. * * * Our knowledge of the nature and uses of common things and our skill in common affairs—that knowledge and skill which constitute the implements of our daily work and influence—are obtained not from books, but from the action of our senses and the exercise of our individual powers."

VOCAL MUSIC.

This department of instruction has made marked progress during the year. Two thorough examinations have been made by Mr. Jepson, and elaborate reports, in statistical form, have been presented to the Board. By reference to the questions in the Appendix, the requirements of the examination in music, in June last, will be found. The tests applied to determine the thoroughness of the work accomplished, have been more full and complete than at any previous time, and the results have been very satisfactory. In a recent examination of all the schools, only two hundred and forty-eight children, out of over six thousand, were found unable to sing the scale; and one hundred and forty of these belonged to the two lowest or primary grades. The result of this trial goes far to prove the correctness of Dr. Lowell Mason's theory, that children can be taught to sing

as easily as to talk, with the same amount of instruction, from the beginning. The exceptions in the one case should be no greater than in the other.

The suggestions which I made in a former report have been adopted, and a systematic course of training the voices of the little ones in the primary rooms, has been commenced. A little manual has been prepared by Mr. Jepson, admirably adapted to aid the teacher in giving a progressive course of simple lessons. Thus far the experiment has been a complete success. Children from five to eight years of age readily sing the scale, singly and in concert; and read from the blackboard notes on the staff, by numerals and syllables, with as little hesitation as they call the letters and words of their reading lesson. And it is a pleasure to witness the delight they seem to feel, when led by a teacher who enters into the exercise in lively sympathy with them. The following suggestions, from Mr. Jepson's report to the Board, are worthy of careful consideration:

"If one point has been more strongly developed than another, in the experience of the past year, it is the fact that the teachers in primary rooms really need a more correct musical ear, and more careful preparation for their daily class practice, than any other grade of teaching. Wrong ideas or sounds, imparted at the outset, may, and probably will prove an impediment in musical progress ever after.

"The 'quality of tone' in singing is very much improved throughout the schools, but I trust I may be pardoned for saying, that if the same pains were taken at every exercise through the year, as were used in the preparation of children for examination, the 'screaming' quality of tone would soon disappear.

"Accuracy in time' is steadily improving. The 'drawling' style of singing is seldom heard; but wherever it prevails, the children cannot be held wholly responsible. It cannot be too strongly urged upon the teachers, to pay the most scrupulous attention to 'time,' not only during the fifteen minutes daily allotted for the practice of the music lesson, but at the opening exercises of the school, and at all the exercises, when the children are permitted to sing.

"When it is remembered that but a short time since, the capability of pupils in No. 12, (Grade VIII), in 'sight singing,' was tested by exercises similar to those at present given in No. 5, (Grade III), the degree of progress will be apparent."

Those who listened to the singing, performed by some six hundred of the older pupils, at the Senior Class exercises of graduation, in Music Hall, last Spring, can form some correct idea of the attainment made by the pupils of the higher grades in our schools. The music selected for the occasion was of a character requiring the skill of talented and well-trained musicians, to perform so as to give it proper force and expression. It was gratifying to have the very favorable testimony of many of the best musical critics of New Haven, that the performance would have done credit to an older and more experienced class of singers.

When we consider the incidental advantages of musical instruction in the schools, as an aid to a drill in the culture of the voice, as a promoter of physical health to every child, as a convenient mode of recreation, and valuable for mental discipline—to say nothing of the direct and legitimate object of music—and when, too, we consider the small cost it requires, about thirty cents a year, or less than a cent a week, for each child; also, how small a portion of time is required to teach it—fifteen minutes a day—and that chiefly as a recreation, it seems strange that any one can raise a serious objection to this department of instruction. It has become so thoroughly incorporated among the regular branches of the school that it cannot fail to be regarded as fully established.

DRAWING.

Two years have passed since drawing was introduced, as a regular branch of study, into our schools. It has its place assigned on the "Time Tables;" teachers devote themselves diligently, for the most part, to the work of thorough instruction, and the pupils enter upon their daily lessons with earnest interest. The system is well established and good results are beginning to appear.

Prof. Bail has the immediate supervision of this department; visits each room near the beginning and end of every term; gives such directions to the teachers as he thinks are needed; makes critical notes of the character of the work done in each room, and reports to the Board.

The number of charts used for lessons is gradually increasing, taking the pupils of the higher rooms in the Grammar Schools into new and more complicated application of principles as they advance. In the new Course of Study, it will be seen that twelve charts are assigned for the coming year, and they have been adapted by Prof. Bail to the progress of the pupils in the different grades, as near to their capabilities as it is possible to anticipate what can be done.

The following extracts from Prof. Bail's Report to the Board will present his views of the subject:

"There has been a general improvement in the manner of teaching, which is very noticeable in its results. Many teachers, who two years ago were in discouragement and doubt, have become very efficient in this department.

"The pupils of the advanced class in the High School have received instruction from me during the past two years. Geometrical and perspective drawing occupied the first year, and during the second they have drawn from objects and geometrical models. At an examination, the pupils were requested to draw a view of their own homes. Nearly all performed the work creditably; some made very accurate drawings.

I have visited every schoolroom twice during each school term. The principal object of my first visit has been to assign work for the term, with directions for its performance. In my second, I noticed the manner of teaching, and examined the progress of the pupils. I have taken notice of the condition of each room at the time of my visit. The children have been greatly aided, during the past year, by a little card, upon which is printed an inch line and two dots an inch apart. This card lies upon the desk before the pupil during the drawing lesson, but it is by no means to be touched by him for mechanical use. All the figures in our drawing system are proportioned by the inch. The teacher gives directions for drawing every figure on the scale of an inch, which is the invariable standard of measurement. The advantage of this card will therefore be readily perceived."

The fact that elementary drawing can be taught as well as other branches, by the teachers in our schools, is fully established. To teach it successfully only requires the same preparation, skill and interest, on the part of the teacher as other studies. The chief defect of the year has come from the want of preparation on the part of new teachers, and from a want of interest on the part of some others who have no taste for the art. But failure is likely to occur in any other branch, from like causes.

THE TRAINING SCHOOLS.

Another year's experience exhibits more clearly than ever the vantage ground we have gained, by providing sources for the supply of teachers, to fill frequently occurring vacancies. The enlargement of the department for preparing young ladies to become teachers, by reorganizing the Washington School for this purpose, supplied a want which, for a long time, had been severely felt. The Fair Street School, with its very limited number of teachers in training, could not even supply substitutes needed for temporary absences of teachers; much less could it furnish a suitable number of young teachers properly trained to fill permanent positions. The increased number furnished by the change now enables us to accomplish both objects.

The past year has been one of unusual labor and responsibility for the principals of the two schools. Their determination to spare no efforts to secure the best results, has required them to devote all their time and thought with great intensity, to the interests of the schools. Although the schools have been distinct and independent of each other in their daily work, their system and methods of instruction have been identical.

The results sought to be accomplished have been—

1. *To secure thorough instruction for the children of the School.* A principal of experience, whose capability is undoubted, is placed in charge of each school, whose first duty is to see that the child-

ren receive the best of instruction. The leading purpose of the young teachers placed under her direction, is to become acquainted at once with the best methods of teaching and governing a school. The entire time of the principal is devoted to a supervision of the instruction and discipline of the classes throughout the building. If any defect or weakness is detected, immediate attention is given to it and a corrective applied. It is obvious, therefore, that the desire of the principal to secure success for the school, and the hope of future employment, on the part of the teachers, depending on a development of capability here, conspire to insure the best efforts of all parties employed. Unfaithfulness, want of interest in the duties required, or incapacity to perform them, would be deemed sufficient cause for immediate removal of any teacher. None but those who are earnestly devoted to the work, and have all needful qualifications, both mental and physical, are desired to assume the duties of the position. Past experience leaves no doubtful testimony of what can be accomplished for the improvement of the children. The progress of the pupils in their studies, in the Fair St. School, during the last three years, and in the Washington School during the past twelve months, have compared very favorably with the best classes of similar grades in any other schools in the city. Pupils promoted from them into the Grammar Schools have, generally, been found qualified to enter a grade, and sometimes two grades higher than that which they left. The experience and good judgment of the principal, combined with the enthusiasm of the young teacher, who aims, from the beginning, to make success certain, ought not and do not often fail to secure most desirable results, in the instruction of the children.

2. A second object is, to put the inexperienced teacher in possession of all the best methods of teaching and governing children, in the shortest time possible. For this purpose, the principal, who has spent years in gathering her own experience and made full records of valuable results reached by others, observes how the beginner instructs her classes and secures order, in the room placed under her care. She corrects errors, advises how to overcome difficulties, as they occur, suggests improved methods, expresses approbation and encouragement of successful efforts, at just that period where failure begins, and ends in sad disappointment to multitudes, who take upon themselves the responsible duties of the teacher, without the friendly aid of a judicious advis-

er. It is not easy for any one unacquainted with the trials and difficulties that beset the teacher, to appreciate the difference between the rapid preparation thus made to meet the requirements of the vocation, and the difficult position in which the individual is compelled to struggle alone, without experience, groping in the dark, trying fruitless experiments, with no one to advise or sympathize, without standard or guide to determine whether any right progress is made, or how near an approach is already made to a disastrous termination of an attempt to perform duties requiring skill and experience of the highest order.

Since the opening of the Fair Street School, Jan., 1867, thirty-two young ladies, having passed through a period of preparation for teaching in the training schools, have received appointments to positions in the public schools of this city. Nearly all of them received previous instruction in the public schools, and a large proportion had been members of the High School. Of the whole number not one can be regarded as having made a failure, while some are taking rank with the best teachers in our schools, receiving honorable promotion and largely increased compensation. There are now nearly twenty in a course of preparation to fill vacancies that may hereafter occur. Of this number, nine were graduates of the High School class of 1870.

Who can tell how many of these young teachers would not have made a total failure, if they had been placed in schools without preparation; and how many children by fifties would have suffered at least temporary disaster!

3. A third object is, to give courses of lessons on various subjects, and instruct the teachers how to teach them. However well our pupils may be taught in the various branches of school studies, they are not prepared to teach others without special instruction on principles and methods. During a portion of the past year, the teachers of the two schools met once or twice a week and received special instruction from the principals.

Mr. Johnson gave a full course of lessons, with practice, in penmanship, illustrating with blackboard exercises the principles and analysis of letters, accompanied with particular directions for teaching.

Miss Walker gave a minute and elaborate course of instruction in drawing, accompanied with methods of teaching. She also gave the young ladies much practice in phonics, or spelling by sound, which will be particularly valuable in securing distinct articulation.

Many familiar lectures were given by the principals and superintendent on the general duties and qualifications of teachers. Critical essays were written and read by the teachers; and class exercises with the pupils of the training schools, in various studies, were given in turn by the teachers to exhibit their methods and style of teaching. Members of the High School senior class united in these exercises, in preparation for active services in teaching. At the opening of the Summer Term all the members of the class, with one exception, which graduated in April, received appointments to the training schools and are performing their duties very satisfactorily.

By the resignation of Mr. Johnson, the school loses a very faithful, earnest teacher. At the beginning of the year he entered upon the work, under the new arrangement, with the determination of securing the highest success. The results of the year were all, even more than could reasonably have been expected. Miss Walker has contributed the results of her three years' experience and careful study of methods, with an untiring devotion to the advancement of the children in their studies, and improvement of the young teachers under her direction. In view of what she has accomplished, there can be no doubt that the Board have done wisely in placing the Washington school under her charge for the coming year. Miss Williams, who has had the general supervision of the Dixwell School during the past five years, has been appointed principal of the Fair Street School, as successor to Miss Walker. The efficiency and good judgment she has exhibited in that position, give strong assurance of her future success. It is an advantage worthy of consideration, that we are able to place these schools in charge of competent teachers, who have been long familiar with our school system, and understand so well the preparation young teachers need, to fit them for the performance of their duties and the methods of instruction as required in our schools.

EVENING SCHOOL.

This school was opened Oct. 4, and continued through a period of six months, with the exception of a recess during the Christmas holidays. Four evenings in the week, and two hours each evening, from 7½ to 9½ o'clock, were devoted to study and instruction. The names of 420 applicants for admission were entered on the books during the season, and all of them were received to fill vacancies, as withdrawals occurred. The accommodations for the

school were greatly enlarged by opening for its use the large east room on the upper floor of the City Hall, providing seats for about one hundred additional pupils. The average number belonging to the school has been about two hundred, and the average nightly attendance about 78 per cent.

It is not the design of the Board to receive any persons for instruction here under fourteen years of age; nor are any permitted to attend who are members of the public day schools. The ages of those in attendance, as shown by the register, were

No.		No.		No.	
At 14 years,	81	at 17 years,	33	between 21 and 25 inclusive,	57
15 "	63	18 "	25	" 26 "	30
16 "	46	19 "	21	" 31 "	39
		20 "	18	at 40 years,	2
				41 years,	1

Nearly every kind of mechanical employment and manual labor was represented by the members of the school. The value they placed upon the opportunity given them, to gain a little elementary instruction which they had failed to obtain at an earlier age, was shown by the energetic efforts they made, after the labors of the day were over, to reach the school. Not unfrequently have some of these young men deferred their evening meal till ten o'clock, that no part of the study hours might be lost. Their devotion to their studies during the session was pleasant to witness. Good order and a ready compliance with all requirements of the teachers, were easily secured, which made the administration of the school pleasant and profitable.

The studies pursued were, for the most part, of the lowest elementary grade. Instruction in arithmetic was first and chiefly desired. In this, a large majority went no farther than through Common and Decimal Fractions. A small class went to the Cube Root. A class of half a dozen attended to Bookkeeping, under Mr. Drew, and became pretty well acquainted with Single-Entry Bookkeeping. Some six or eight gave attention to English Grammar. Much of the instruction was of a conversational character, the aim of the teacher being to give a practical knowledge of the subject, for letter-writing and business use. Some time was devoted to oral instruction in Geography. Spelling was a regular study of the whole school, but for reading no time was found.

A short course in Penmanship was given by Mr. Samuel C. Johnson, principal of the Washington Training School. The

specimens produced by the pupils indicated very rapid improvement during the short course of instruction, and the results were quite satisfactory.

The following teachers were employed: CORNELIUS T. DRISCOLL, GEORGE W. DREW, OSCAR HARGER, HENRY P. WARREN, EDWARD K. RAWSON and WEST PATTERSON. We have been very fortunate in securing the services of competent teachers. Besides being either members or graduates of the college, all had previous experience in teaching, and entered into their work with zeal worthy of commendation.

FREE DRAWING SCHOOL.

Prof. Bail has very generously given another gratuitous course of lessons in Mechanical Drawing to a class of fifty or sixty young men, who have daily carried his instructions directly into practical use in their shops. Their testimony of the utility of drawing to them, in their work, is unquestionable. A few lines drawn upon the blackboard form a diagram, which enables the workman to cut his sheet of iron with unerring certainty, so that the parts come together with a perfect fit to form the elbow of a stove-pipe, or the framework of a carriage lamp, without any experimental clipping, or loss of a shaving of stock in obtaining the desired result. And this is the simple process which a master-workman in a tin shop labored for years to work out in his own brain. Unsuccessful, he offered a teacher \$100 if he would instruct him how to do it. But the teacher was obliged to confess his ignorance of drawing and his inability to aid him. A few blackboard illustrations explained, reveal the coveted secret. These practical mechanics go back to their shops with new ideas of their work. With economy of time and material, with greater confidence in their own ability, they find both increased profit and satisfaction in their business. The whole community, as well as the individual, is benefited by increased facility in the performance of ordinary mechanical operations.

THE SCHOOLS.

Neither time nor space allow an extended review of the work accomplished in the several schools. The gradual approximation to a uniform standard of instruction and discipline has been quite satisfactory; and with the new course of study as a guide, still further progress may be expected during the coming year.

THE HIGH SCHOOL.

A very complete classification of this school has been effected, and a four years' course established. Great care has been taken to elevate the standard of scholarship, and with very gratifying success. The character of the studies pursued will be learned by an examination of the questions used at the annual examination of the school in April. (See Appendix).

While the improvement of the pupils in their habits of study and a higher appreciation, on their part, of the value of mental culture have been conspicuous, another feature of the school has become noteworthy, which cannot fail to be regarded as specially valuable in the formation of the character of youth. It is the cultivation of self-respect, regard for propriety of deportment, a high sense of honor, and a conscientious performance of duty; qualities of character which make them worthy and reliable, as well as intelligent citizens. The school has thus become, in a good degree, a self-governing school.

The examination at the close of the Winter Term was such as to test, most thoroughly, the attainments of the pupils, and the results were highly creditable to them. The exercises closed with declamations, prize reading, and the reading of essays written by members of the graduating class, in the presence of a large number of citizens. The following are the names of the graduates, to which are appended the subjects of their essays:

MISS FANNIE A. BUTLER, Sermons in Stones.

" ALICE S. GILLETTE, Social Intercourse.

" JENNIE E. MINOR, Language.

" BESSIE S. COLLINS, From Dawn to Evening.

" MARGARET BAIRD, Queen Elizabeth.

" SARAH E. THATCHER, True Courage.

" LAURA T. CANNON, Mysteries.

" S. CARRIE STOW, Types of Women and the Type of Womanhood.

" SUSAN S. SHERIDAN, Elements of Power.

" EMILY L. DEFORD, Milestones, with Valedictory Addresses.

MASTER JAMES P. BOGART,

" HARRISON W. LINSLEY,	} Members of the Sheffield Scientific School.
" CHARLES T. MORSE,	
" GUY H. GARDNER.	

This is the first class to whom Diplomas have been awarded by the Board of Education, as regular graduates of the institution.

The graduating exercises of the class took place at Music Hall on Friday evening, April 22, at which public addresses were made by President T. D. Woolsey, Prof. T. A. Thacher of Yale College, B. G. Northrop, Secretary of the State Board of Education, and Hon. L. W. Sperry who presided on the occasion. Diplomas were presented to the class, with remarks by the Superintendent of Schools.

Prizes were also awarded by the Principal of the High School, to meritorious scholars, as follows:—

FIRST CLASS.

To Master F. G. HULSE, for the greatest improvement in scholarship and character.

To Miss A. S. JOHNSON, for highest rank in scholarship and deportment combined.

To Miss S. J. GIBSON, for Spelling, 1st prize.

To Miss M. BAIRD, for Reading, 1st prize.

SECOND CLASS.

To Miss E. WELD, for second highest rank in scholarship and deportment.

To Miss A. S. JOHNSON, for Spelling, 2d prize.

To Miss L. E. PRUDDEN, for Reading, 2d prize.

For perfect attendance and deportment, prizes were awarded to Misses H. M. ROBERTS, S. J. GIBSON, A. L. JOHNSON, J. E. NETTLETON, W. E. WELD, E. J. PHELPS, and Master W. C. ROBERTS.

THIRD CLASS.

To Miss SUSIE S. SHERIDAN, for third highest rank in scholarship and deportment.

To Miss A. T. SOMERS, for Spelling, 3d prize.

To M. E. DURHAM, for Reading, 3d prize.

To Master WILLIAM A. PRATT, a special prize was awarded, who, joining the School in May, with the class usually entering at that time, had successfully completed in one year, the studies prescribed for two; his examination rank on the work of each year being

much above the average. The principal also stated that his record for correct and gentlemanly deportment had been singularly gratifying and honorable.

The new class admitted at the examination of candidates in April, numbered sixty-seven, of whom twenty-nine were boys, and thirty-eight girls. It is the largest and probably the best prepared class that has ever been received into the High School. The number sent by the principal of each Grammar School will be found in table I, in the Appendix.

The Library contains a choice selection of books, exceedingly well adapted to aid pupils in their studies and to form a correct taste for general reading. A moderate increase, from year to year, will furnish facilities for the acquisition of general knowledge which cannot fail to be of great value to the pupils; especially to those whose stock of reading at home is limited.

GRAMMAR SCHOOLS.

These schools are doing their usual excellent work for a majority of the children of the district. They are making steady progress, each one excelling in some peculiarity of its own, but all aiming at the same standard of general excellence. The Howard Avenue School, the youngest of the six, has just completed its first year. It has had its trials, such as are always incident to a new school, but it is making a rapid advance, and is about to enter upon its second year with bright anticipations of success. Sympathy and a cordial co-operation of parents with the principal and teachers will make it sure. The Skinner School has completed its second year, and its character is well established. The four older schools have never done their work better.

The Hamilton, Dixwell, and South St. Schools, next below the Grammar Schools in size, are under the charge of lady principals. Excellent order has been preserved with considerably less than the average amount of corporal punishment in all the schools; and the teachers have been quite successful in their methods of instruction.

The Division St. School has been well taught through the year, and we shall deem it good fortune, if as good instruction can be secured the coming year. Elm St. School has suffered from several changes of teachers; but satisfactory provision is now made for the future. Goffe St. School has had a quiet and prosperous year. Its teachers have been faithful and successful. The School at City Point has been small, but most satisfactory in its management

The Carlisle St. School has dwindled in numbers till it was deemed expedient to discontinue it for the present.

The Cherry St. German-English School has been under the supervision of the Board only during the past summer term. Its former teachers are employed, and the studies are taught in both the English and German languages. Only elementary instruction in German is to be taught here, and when pupils are so far advanced that they can speak and understand the English language, they are to be transferred to other schools. Pupils already in other schools are not to leave them to seek admission in this. The main object of the School, as understood by the Board is, to provide for children *speaking German only*, until they can use the English language in school exercises.

While most of our teachers have been favored with excellent health, a few stricken down by disease, have passed through long periods of severe sickness. Two have passed away from among the living.

Miss Bridget C. Brennan, a member of the Washington Training School, in the midst of the bright visions of youth, just as her hopes of enjoyment and future usefulness were most encouraging, was suddenly interrupted in her work and called to her rest. She had already given abundant evidence of superior ability as a teacher.

Miss Clara A. Rogers of the Howard Avenue School, after years of patient and successful labor, as a teacher, passed to a higher reward. She had just commenced her tenth year of service in New Haven; and few have left behind a better record. Hundreds of pupils and many teachers associated with her, will long remember with warm affection, the gentle spirit and earnest devotion with which she entered into her daily duties.

A period of five years is this day completed since I entered upon the duties of the office, as Superintendent of the Public Schools of New Haven. Of the many events and changes that have occurred in that time, I will briefly allude to a few.

Since the first of September, 1865, nineteen different individuals have been members of the Board of Education; and only two of those composing it five years ago, now remain. Four of the number have died, three while in service.

The increase of children in the district between 4 and 16 years

has been from 9,031 to 9,936; total increase, 905. Two Grammar School houses of twelve rooms each, and one Primary, Fair Street, of four rooms, have been erected, and another, now nearly completed, on Edwards Street, of four rooms, make a total of thirty-two rooms, each capable of accommodating fifty pupils, making a total of sixteen hundred additional seats in new buildings. The increase of number of pupils registered has been from 4,683 to 6,767—total increase, 2,087. Increase of daily attendance has been 1,571. Increase of teachers from 95 to 146—total increase, 51.

Prominent among the changes that have taken place, has been the establishment of that department in which pupils, on completing their course in the schools, are prepared to become competent teachers. The High School gives the intellectual culture needed; the Training School imparts a practical knowledge of the duties devolving upon the teacher. Our schools thus become, in a measure, a self-educating institution. Our teachers, as well as the pupils taught, are drawn from our own homes. The money expended for instruction is largely turned back into the hands of those who have been taxed for the education of the children.

Vocal music was introduced as an experiment, about five years since, into twenty-five or thirty of the highest rooms in the Grammar Schools. It is now well established in one hundred and twenty-one rooms; or every room in the district. Drawing is also introduced and practiced daily, from the primary rooms to the High School. A rigid system of classification and gradation has been accomplished, and a minute course of study laid out, by which complete uniformity and thoroughness are designed to be secured.

The marked improvement in the discipline of the schools has been to me a source of great gratification. The diminution of corporal punishment has been as rapid as the preservation of good order would permit. The decrease has been more than seventy-five per cent. in the district since 1865; and yet never has the government of the schools been more efficient; never has the relation of teacher and pupil been marked by greater mutual respect and cordiality of feeling than during the past year.

Nor has progress in the department of instruction been neglected. The best methods of teaching have been sought for and applied in daily practice. By a system of weekly, monthly and term reviews and examinations, a thorough measure of the character of the work done by each teacher has been very definitely determined.

In reviewing the past, evidence of progress is manifest ; and there is reason to be hopeful for the future. The policy of the Board, which aims to distribute educational privileges equally among nearly fifty thousand inhabitants, is exhibiting most valuable results. Whether we regard the system of instruction, which extends alike to all the schools of the district, to the quality of instruction, or to school accommodations, such a degree of uniformity and excellence has been reached that no doubt can be entertained of the wisdom of the course adopted. The unanimity of purpose and cordial co-operation, during the year past, of teachers, parents and the Board of Education, give the most satisfactory assurance of the best results in the near future.

Respectfully submitted,

A. PARISH,

SUPERINTENDENT OF SCHOOLS.

NEW HAVEN, August 31, 1870.

APPENDIX.

NEW HAVEN PUBLIC HIGH SCHOOL.

The High School is a part of the Public School system, in which instruction is provided in branches of study more advanced than those pursued in the Grammar schools, and is the highest department furnished at public expense.

The following statement is made, that the citizens of New Haven may become better acquainted with the advantages it is designed to furnish to pupils, and to give definite information in relation to the special objects it aims to accomplish in the reorganization of its studies :

I. The Course of Study proposed for the High School, comprises such instruction and branches of study, as will give to its pupils both a *general* and *special* preparation for usefulness in after life. For those who desire to secure a course of thorough mental training, and to lay a foundation for the acquisition of knowledge, or who wish to prepare for a more extended course in the future, either in classical or scientific studies, provision is made for the study of Language and Mathematics to such an extent as the wants of the community may require. The scheme provides, also, for instruction in Natural and Physical Science, from which the pupil may obtain a general knowledge of principles and their applications in the various departments of business life.

The regular course, as laid down, is designed to occupy a space of four years, thus completing the period of public school instruction in such a manner as to furnish to every child a thorough and substantial education.

II. For those whose circumstances limit the time of their attendance at school, or who wish to prepare themselves for some particular vocation, a selection from the regular studies may be made, adapted to their wants. A special preparation for *commercial pursuits* comprises so much of the regular course as the time of the pupil will admit ; and, in addition, special attention is given to Book-keeping, Commercial Arithmetic, Penmanship, Business

Forms, &c.; also to Mensuration, Mechanical Drawing, and the principles of Physical Science as pertaining to the Mechanic Arts, &c.

III. As a large number of the young ladies who have been educated in the High School have become teachers, special efforts will be made to fit for the occupation of teachers those who desire to be so employed.

The Scheme of Studies herewith presented, is a condensed plan, designed to exhibit the course of instruction necessary for the several purposes named above.* [See the Course of Study, Grades IX, X, XI, XII, pages 30 and 31 of this Report.]

PROGRAMME
OF THE
COMMERCIAL DEPARTMENT.

The course of study, in the Commercial or Business Department, will occupy one year, and embrace every branch of Book-keeping, also Penmanship, Commercial Law, Correspondence and Arithmetic.

Book-keeping.—A complete knowledge of the Theory of Accounts, Journalizing, Posting and Settling Accounts, will be given, embracing a great variety of transactions in different kinds of business.

Penmanship.—The instruction in Penmanship will be such as to ensure rapid and legible business writing.

Commercial Law.—The pupil will be made familiar with the various Legal Forms for writing Bills of Exchange, Promissory, Collateral and Judgment Notes, Mortgages, Bonds, Powers of Attorney, &c.

Correspondence.—A variety of topics connected with the details of business will be given the pupil, designed to serve as subjects for business letters. These letters will be critically examined, and inaccuracies of form, expression and style corrected.

Arithmetic.—The course in Arithmetic will be such as to fit the pupil for adding, with rapidity and accuracy, Ledger Columns, for calculating Percentage, Profit and Loss, Insurance, Taxes, Duties, Interest, Exchange, Discount, General Average, Partial Payments, Equation of Payments, and Partnership Settlements.

* Pupils, in the regular course, are required to pursue three studies, two of which are prescribed, the third is optional. The optional studies are in Italics.

TERMS OF ADMISSION TO THE HIGH SCHOOL.

The Annual Examination of candidates for the admission of a new class, takes place at the High School during the last week of the Winter Term. Pupils residing in the city must be present at the regular examination, unless prevented by sickness. Those thus detained and non-residents may be admitted during the year, for special reasons; but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed for pupils received at other times.

The following are the branches on which the candidates are examined for admission:

Arithmetic, English Grammar, Geography, History of the United States, Reading, Spelling, and Penmanship. A knowledge of other and higher branches will be no substitute for those required.

In ARITHMETIC the candidate must be familiar with the whole of "French's Common School" and Eaton's "Intellectual Arithmetic," or some other equivalent text books.

In ENGLISH GRAMMAR, he must be able to analyze and parse, readily and correctly, ordinary sentences in prose and poetry, giving rules from the Grammar which shall indicate a clear understanding of the construction and principles of the language.

A thorough knowledge of the Definitions, Elementary Principles and maps of Mitchell's Intermediate Geography, is required; to which should be added a general acquaintance with the Descriptive Geography contained in the text books.

A knowledge of the History of the United States through the Revolutionary War is required.

Good penmanship, and ability to read and spell correctly, are essential qualifications.

Pupils below the first class in the Grammar Schools are not received as candidates for examination, unless recommended by the Principal, as in his opinion qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools," for their approval, previous to examination. The questions are not to be restricted to the text-books used in the schools, yet they will correspond in form and principles with those with which the pupil should be familiar, from his previous instruction.

From the foregoing statements it will be obvious, that while instruction is given in classical studies as well as in French and German, the Board of Education are determined to provide a thorough course of instruction in the Higher English branches, with special reference to those who are to begin the active duties of life without other advantages than those which they will all here obtain.

TABLE 1.—*New Haven Public High School—Examination of Candidates, April, 1870.*

PUBLIC SCHOOLS.	CANDIDATES SENT.			Average Age.	STUDIES.									
	Boys.		Total.		Arith.		Gram.	Geog.	History.	Reading.	Spelling.	Writing.	Total.	Average.
	Boys.	Girls.												
Dwight School.....	5	7	12	15.94	6.72	6.56	4.65	5.96	3.24	4.20	3.11	34.44	6.26	
Eaton School.....	8	8	16	15.22	7.48	5.16	4.72	5.23	2.98	4.62	3.46	33.59	6.12	
Skinner School.....	1	7	8	16.70	5.51	6.31	4.54	5.74	2.77	4.17	3.35	32.39	5.89	
Webster School.....	5	4	9	15.43	7.65	6.08	5.70	6.46	3.18	4.51	3.61	37.19	6.76	
Wooster School.....	2	2	4	14.85	6.85	5.20	5.35	6.20	2.53	4.28	3.62	34.33	6.24	
Latin Prep. School...	8	7	15	16.10	6.85	5.95	4.33	5.22	2.93	3.98	3.35	32.56	5.91	
Other Schools.....	0	3	3	15.94	2.80	4.90	2.40	3.93	3.53	3.77	3.10	24.43	4.44	
	29	38	67	15.42	6.87	5.81	4.66	5.58	3.03	4.27	3.37	33.61	6.10	

TABLE II.—*Public Latin and High School.—No. of Scholars Registered each Term.*

YEARS.	JAN. TERM.		MAY TERM.		SEPT. TERM.		Y E A R S.		JAN. TERM.		MAY TERM.		SEPT. TERM.	
	Boys.		Boys.		Boys.		1865.	1866.	1867.	1868.	1869.	1870.	Boys.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							Boys.	Girls.
1859.....			39	46	40	48							94	70
1860.....	30	39	21	32	33	59							103	74
1861.....	29	55	27	48	36	69							113	109
1862.....	36	61	26	48	30	68							94	114
1863.....	22	55	18	45	52	62							84	104
1864.....	53	53	42	41	79	77							69	101

NEW HAVEN PUBLIC HIGH SCHOOL.

EXAMINATION OF CANDIDATES,

APRIL, 1870.

RULES FOR THE EXAMINATION.

1. The pupil will be particular *not* to write his name upon any of his examination papers.

2. He will be equally particular *to write* his "*Examination Number*" upon each of his examination papers.

3. The work may be prepared upon separate paper and afterwards copied upon the "examination paper," but all copying must be completed within the time prescribed for the examination, (4 hours).

4. The questions are not to be copied. The answer should be numbered to correspond with the number of the question.

5. The general appearance of the paper with reference to neatness, spelling and penmanship, will be taken into account. The writing should be kept within the marginal red lines.

6. The solution of a problem should be copied in full, so that the process may be examined as well as the answer.

7. Pupils are not allowed to have about their desks any written or printed matter except the questions.

8. After the questions have been distributed, pupils cannot be permitted to leave the room for any purpose whatever, until their papers are handed in, without being obliged to undergo a subsequent examination.

9. All communication between pupils during the examination is strictly forbidden.

10. The examination will close punctually at the expiration of four hours from its commencement, but any who choose to do so, can hand in their papers at the end of three hours.

11. Any evasion or violation of the above rules will seriously vitiate or totally annul the examination of the person so offending.

ARITHMETIC.

1. Explain the following terms :

A concrete number ; significant figures ; local value of a figure ; ratio ; usury ; present worth ; alligation ; bankruptcy ; exchange ; integer.

2. (a) Explain by an example, the process of subtraction when any figures of the subtrahend are greater than the corresponding figures of the minuend. Give the reason for increasing either the minuend or subtrahend.

(b) Explain the method for finding the difference in time between two places when the longitude of each is known.

3. A man bought 1,000 bushels of wheat for \$1,250. He finds 15 per cent. of it worthless. For how much must he sell the remainder, per bushel, so as to gain 20 per cent. upon the cost ?

4. (a) What per cent. of 75 is 15 per cent. of 175 ?

(b) A pile of wood is $28\frac{1}{2}$ feet wide, $14\frac{1}{2}$ high, and 50 feet long. What is it worth at $\$9\frac{1}{2}$ per cord ?

5. Three boys purchased a horse together. William gave \$20 ; James 40 per cent. more than William ; and George $12\frac{1}{2}$ per cent. less than both the others. What fractional part of the horse does each own ?

6. Divide 32.22 by 10 ; divide the quotient by 100 ; multiply this quotient by 10 ; multiply this product by 1,000 ; multiply this product by 1 ; add the five results.

7. Bought a sack of coffee containing $14\frac{1}{2}$ pounds, at $33\frac{1}{2}$ cents a pound ; I paid $2\frac{1}{2}$ cents a pound for roasting it. Allowing for a loss of $\frac{1}{3}$ in. weight by roasting, at what price per pound must I sell it to gain a sum equal to $\frac{1}{4}$ of what I gave ?

8. What is the difference between the simple and the compound interest of \$5,425, for 4 years, at 6 per cent ?

9. What is the shortest distance that is an exact number of times a 1 ft. measure, a 2ft. measure, a yard stick, and a 10 ft. pole ?

10. A wall which was to be built 32 feet high, was raised 8 feet by 6 men in 12 days ; how many men must be employed to build the remainder of the wall in 9 days ?

ENGLISH GRAMMAR.

1. Explain the following terms as used in Grammar, illustrating each by an example: *abstract, concrete, voice, tense, mood, person, case, predicate, transitive*.

2. Why is a personal pronoun so called? Illustrate your answer. Name other kinds of pronouns and give an example of each.

3. Give examples of the correct use of the verbs, *lie, lay, sit, and set*, in the present, past, and present perfect tenses, indicative mood.

4. Write the plural of *loaf, wife, dwarf, cherub, lily, monkey, turkey, handful, grotto, staff, stove*.

Give the general rules for forming the plural of nouns. Also exceptions which apply to any of the preceding words.

5. Compare the following adjectives, *better, worse, holy, next, first, last, less, ill, supreme, blue*.

6. Correct the following sentences: I have less books than you. He was more active but not so studious as John. You should have let that remained where it was. Who had I ought to have given this to? If any one asks about me, tell them I am nicely. Have either of you seen him? I was sorry not to have seen you. He should never marry a woman in high life, that has no money.

7. Parse the *italicized* words in the following passage:

"A prompt decisive *man*, no breath
Our father wasted; 'Boys, a *path*!
Well pleased, (for *when* did *farmer* boy,
Count such a summons less than joy?)
Our *buskins* on our feet we draw."

8. Analyze the first sentence in the above passage.

9. Paraphrase the following passage, expanding it in thought and expression as much as you please:

"Life's more than breath, and the quick round of blood—
We live in deeds, not years; in thoughts, not breaths—
We should count time by heart-throbs. He most lives
Who thinks most—feels the noblest—acts the best.
Life's but a means unto an end."

10. Write a brief composition upon the subject—Iron.

GEOGRAPHY.

1. What are great circles? Small circles? Name and locate all the circles of the globe. Why are they so situated? Why are parallels and meridians so called? What is the latitude of the equator?

2. A and B traveled around the world; A on the parallel of New Haven, B, on the parallel of London. Which traveled the greater number of miles? which the greater number of degrees? How many degrees was each from the North Pole during the journey? How many miles?

3. Draw an outline map of the grand division which has the largest population. Name the principal countries in it; their states of society; forms of government; of religion; any peculiarities in the manners or customs of the people; some of the most important productions either of art or agriculture.

4. Define isthmus; strait; archipelago; peninsula; equinox; promontory; hemisphere; tropic; plateau; delta; river-basin; water-shed; Mediterranean.

5. (a) Give some accounts of those routes of inland communication in North America which are of importance for commercial reasons.

(b) Describe the St. Lawrence Basin and System.

6. Name and locate the following:

New Hurlut; Guardafui; Azov; Honduras; Aconcagua; Dahomey; Bombay; Aral; Beyroot; Cashmere; Deccan; Vistula; Formosa; Idaho; Jorullo; Loire; Munich; Nyanza; Sierra Madre; Yeddo.

7. What regions of the globe are important on account of their mineral wealth? From what portions of the earth are the following articles chiefly obtained? Furs, tea, coffee, sugar, cotton, silk, wool, cod-fish, oysters, spices, figs, rice, ivory, coal, iron, zinc, tin, salt.

8. Describe a voyage and probable cargo from Calcutta to London. From New York to Canton. From Smyrna to Boston.

9. Name the countries and principal cities through or near which the parallel of New York passes. The parallel of New Orleans.

10. Write what you can about California ; its climate, soil, productions, scenery, extent, distance from New York, mode of going there, inhabitants, principal towns.

HISTORY OF THE UNITED STATES.

1. Give some account of the emigration of the Pilgrims to Massachusetts, and of their early history there.

2. Name the nations from which discoverers came to this continent, and the order of their discoveries. Give some account of three expeditions.

3. The origin of the French and Indian war. Describe particularly some important events near its close.

4. Give an account of any other important wars in which the colonists were engaged with the Indians alone.

5. Some account of the settlement of Connecticut ; of South Carolina ; of Maryland ; of Georgia.

6. Why did the colonies object to paying taxes to the British Government? What was the Stamp Act?

7. Give an account of three of the most important battles of the Revolution. Mention the place, date, names of commanding officers, numbers engaged, results, and any other facts of interest.

8. Name the different Presidents in the order of their succession.

Which of the administrations were distinguished by any event of special importance? Mention the event.

9. For what are the following places famous? Valley Forge ; Wyoming ; Stony Point ; Ticonderoga ; Saratoga ; Yorktown.

10. Give the dates of the following treaties, and state what was terminated by them : Ryswick ; Utrecht ; Aix la Chapelle ; **PARIS.**

EXAMINATION OF HIGH SCHOOL,

APRIL, 1870.

SENIOR CLASS.

(Examined upon all the studies of the entire course.)

JUNIOR CLASS—GEOMETRY.

1. Derive a rule for finding the sum of the interior angles of a polygon.
 2. Show what relation exists, in equal circles, between angles at the center and their intercepted arcs.
 3. Bisect the vertical angle of a triangle by a line which cuts the base. Derive and demonstrate a proposition.
 4. Divide a given line in extreme and mean ratio.
 5. A circle being given, show how two similar polygons may be found, one circumscribed the other inscribed, which shall differ from each other by less than any assignable surface.
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ENGLISH LITERATURE.

1. What four languages were used in Great Britain during Anglo Saxon times?
Narrate the circumstances connected with the appearance of Ossian's poems.
2. Give the names of the six original romances of King Arthur and his knights. Who were their authors? When, and in what language were they written?
Name four modern poems founded upon incidents connected with these romances, and give the author of each.
3. In what modern poem is Michael Scott introduced to us? Give an abstract of the events narrated.
4. What translations of the Scriptures appeared from the reign of Henry VIII. to that of James I., inclusive?

Give some account of the circumstances under which our current translation was made.

5. Name the authors of the following : The Visions of Piers Plowman ; She Stoops to Conquer ; Comus ; The Rape of the Lock.

Narrate the circumstances connected with the writing of the last two.

6. At what period were our best ballads written ? What are the three great names in the literature of Queen Elizabeth's reign ?

Name two eminent divines in the reign of James I ; of Charles I.

Mention two distinguished writers of Queen Anne's reign.

7. Locate the following—

"A woman mov'd, is like a fountain troubled."

"I am Sir Oracle,
And, when I ope my lips, let no dog bark!"

"When sorrows come, they come not single spies,
But in battalions!"

"And this figure he added yet thereto,
That if gold rusté what should iron do?"

"Thus to relieve the wretched was his pride,
And e'en his failings leaned to virtue's side."

8. Why is the allusion peculiarly appropriate when Hamlet, in speaking of the Queen, says :

"Let not ever
The soul of Nero enter this firm bosom?"

Explain the allusions in the following :

"Which makes her seat of Belmont, Colchos' strand,
And many Jasons come in quest of her."

"Young Alcides, when he did redeem
The virgin tribute paid by howling Troy
To the sea-monster."

9. Give Dryden's satire upon the Duke of Buckingham.

10. What is the origin of Yankee Doodle ?

Name the authors of the following songs : The Star Spangled Banner ; Home, Sweet Home ; Hail Columbia. Give some account of the circumstances under which the last was written.

CHEMISTRY.

1. The Diffusion of Gases.
 2. The Electro-magnetic Telegraph.
 3. The true Source of Heat.
 4. Explain, by formula, the method for obtaining CO_2 .
 5. Bleaching agents and their mode of action.
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NATURAL PHILOSOPHY.

1. Name and define the General Properties of Matter.
 2. Define Specific Gravity. Standards for estimating specific gravity of fluids and gases? Method for obtaining the specific gravity of solids?
 3. What two forces produce Circular Motion? Give familiar examples of the joint action of the two forces. Examples of either force preponderating.
 4. Difference between Hydrostatics and Hydraulics. The Hydrostatic Paradox.
 5. What experiments led to the invention of the Barometer? By whom conducted? Describe the Barometer.
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FRENCH.

1. What is the partitive article? What are its various forms and when is each used?
2. Distinction between *se souvenir* and *se rappeler*; *avant* and *devant*; *sous* and *dessous*; *faché de* and *faché contre*; *j'ai été* and *je suis allé*; *mener* and *porter*.
3. Write in French in two ways—They are not Poles, they are Russians. Explain the difference.
4. Rule for the sequence of tenses. Write in French—What would you have me do? What do you wish me to do?
Write an answer to each question.
Translate—

Nous avons le malheur d'être extrêmement riches. Oui, ma chère cousine, je dis le malheur, vous avez beau lever les épaules. La richesse est pour moi un fardeau, c'est la pure vérité,

moi,¹ j'étais née pour la pauvreté, pour le dévouement, le sacrifice,—j'aurais été, par exemple, une excellente soeur de charité, ou bien encore j'aurais aimé à courir le monde en bohémienne, comme ces pauvres femmes qu'² on voit faire leur pauvre cuisine à l'abri des haies. C'est poétique, ça m'³aurait plu.

6. Give the masculine of *ma chère cousine*. Explain the use of the article in *les épaules*. Syntax of *moi*,¹ *que*,² *me*.³ Principal parts of *dire*, *voir*, *faire*, *naître*, *plaire*.

7. Inflect the present indicative of *dire* and *faire*; future of *lever* and *voir*; and give the rule for forming the imperfect subjunctive.

8. Write in French—

I know him by his gait. He is a better judge of it than I. I never feel under constraint at your house. I sold them without your knowledge. It is time for your little boy to go to school.

9. Dictation.

10. Reading for pronunciation.

VIRGIL.

1. Subject of the *Æneid*. Subject of the first book.

Translate—

Nulla tuarum audita *mihî* neque visa sororum,
O *quam te memorem*, virgo? namque haud tibi vultus
Mortalis, nec vox *hominem* sonat. O dea certe;
An Phœbi soror? an Nympharum sanguinis una?

Syntax of italicized words. Force of *an*? Explain *Phœbi soror*.

2. Translate—

Expleri mentem nequit ardescitque tuendo
Phœnissa, et pariter puero donisque movetur.

Syntax of *mentem*. Derivation of *ardescit* and *pariter*. Explain *Phœnissa*. Who were Venus and Juno, and what part did each take in the action of the poem?

3. Subject of the second book.

Translate—

* * * Et jam nox humida coelo
 Præcipitat, suadentque cadentia sidera somnos.
 * * * Nec, si miserum fortuna Sinonem
 Finxit, vanum etiam mendacemque improba finget.
 * * * Jamdudum sumite pœnas;
 Hoc Ithacus velit et magno mercentur Atridæ.

Derivation of *præcipitat*. Distinction between *somnus* and *sopor*. Explain Sinonem, Ithacus, Atridæ. Syntax of *magno*.

4. Translate—

Sanguine *placatis* ventos et virgine *cæsa*
 Cum primum Iliacas, Danaï, venistis ad oras;
 Sanguine quærendi reditus, animaque *litandum*
 Argolica.

Parse the italicized words. What figure of syntax in the first line? Explain *virgine cæsa*. *Danaï*.

5. Translate—

Tunc etiam fatis aperit Cassandra futuris
 Ora, dei *jussu* non unquam credita *Tæuris*.

Syntax of italicized words. Composition of *etiam*. Who was Cassandra, and why *non unquam credita*? When was Troy destroyed? Why called Neptunia Troja? When was Carthage founded?

6. Locate Cyclades, Strophades, Hesperia, Delos, Smois, Trinacria, Pelorus, Paphos, Tenedos and Tyrus.

Translate—

Crateras magnos statuunt et vina coronant.
 * * * In mensam laticum libavit honorem.
 Inferimus tepido spumantia cymbia lacte
 Sanguinis et sacri pateras, animamque sepulcro
 Condimus, et magna supremum voce ciemus.

8. To what customs is allusion made in these passages? To what belief of Romans in the words *animam sepulcro condimus*. Distinction between *crater*, *patera*, *cymbium* and *potulum*.

9. Subject of the third book.

Translate—

Bellum etiam pro cæde boum stratisque juvenis,
 Laomedontiadæ bellumne inferre paratis.
 Et patrio Harpyias insontes pellere regno?

Explain the force of the epithet Laomedontiadæ. Who were Celæno, Enceladus, Polyphemus?

10. Translate—

Talibus aggreditur Venerem Saturnia dictis;
 Egregiam vero laudem et spolia ampla refertis
 Tuque puerque tuus; magnum et memorabile numen
 Una dolo divum si femina victa duorum est.

Explain Saturnia. Who is meant by *puer* and to what deed is illusion made? Inflect *refertis*. What figures in *tuque puerque* and *divum*?

THIRD CLASS.

ALGEBRA.

1. Reduce to its simplest form $\frac{a^2 - y^2}{\frac{4}{a+y} \cdot \frac{4}{2}}$

Eliminate by each of the three methods the unknown quantities in the equations $x+y=2a$, $x-y=2b$.

2. Explain the significance of zero used as an exponent.

Show that $a^2 = \frac{1}{a^2}$

3. Expand by the Binomial Theorem $(a-y)^2$; $(1+2x^2)^2$.

State the law of the co-efficients.

4. State the following problem, using but one unknown quantity, and eliminate x .

State the same with two unknown quantities, and find the value of y .

A laborer worked for 40 days on these conditions: that for every day he worked he should receive 80 cents, but for every day he was idle he should forfeit 32 cents. At the end of the

time he was entitled to \$15.20; how many days did he work and how many was he idle?

5. Difference between a Pure and an Affected Quadratic Equation? Illustrate.

Illustrate the two methods of completing the Square.

BOTANY.

1. What are the differences between Exogens and Endogens?
2. Distinction between axial and inaxial mode of root development. What are tap roots? Fibrillæ?
3. Describe a cruciform corolla. Name the varieties of axillary inflorescence. Describe a legume.
4. Describe the circulation in trees of the exogenous structure.
5. Describe one of the following orders, naming and describing plants in that order: Violacæ, Compositæ, Liliacæ, Filices.

PHYSIOLOGY.

1. Name the digestive organs. Give general rules for maintaining the health of these organs.
2. Describe the heart, and trace the circulation of the blood.
3. What is the temperature of man? How is it kept uniform in cold climates and in hot?
4. Number of bones in the human skeleton. Define tendon, ligament, cartilage.
5. Describe the eye.

FRENCH.

1. Translate—

J' avoue mes fautes et mes erreurs; mais est-ce à toi à me reprocher ma mollesse? Ne sait-on pas ta vie infâme en Bithynie, ta corruption à Rome, où tu n' obtins les honneurs que par des intrigues honteuses? Sans tes infamies, tu n' aurais jamais été qu'un particulier dans ta république. Il est vrai aussi que tu vivrais encore.

2. What is *mes*, what forms has it? Gender of *fautes*, *erreurs*, *corruption*, and rule. Syntax of *toi*, *me*, *mollesse*. What is *on*? its meaning and when used? Distinction between *savoir* and *connaître*. Principal parts of each. Future of each.

3. Account for the difference of prepositions in *en Bithynie* and *à Rome*. Mode and tense of *obtins*, *aurais été*, *vivrais*. Why is *les* used before *honneurs*? What is *des*? Why *il* rather than *ce* in the last line?

4. What order is observed when two or more pronoun regimens accompany a verb?

Translate—

He reads it to me. We give it to them. Have you lent them to him? Give it to me, but do not give it to them. Send me some.

5. Translate—

Il est tout autre qu'il n'était. Je crains qu'il ne vienne. Je ne doute pas qu'il ne vienne. Je ne nie pas que je ne l'aie dit.

Explain the use of *ne* in the preceding sentences, and of the subjunctive in the last three.

6. Translate the following, and give the rule for the agreement or non-agreement of the participle.

My brothers have gone out. What houses have you bought? They have given each other the hand. Have you picked any flowers? Give me the letter which I told you to copy.

7. Translate—

My father was displeased with me for my conduct. I rose at seven o'clock this morning, but that does not take place every day. It is very warm this evening, keep the windows open. Put him out of doors. We will take care not to fall.

8. Inflect the present indicative of *acheter*, *jeter*, *manger*, and present subjunctive of *pouvoir* and *vouloir*.

9. Dictation.

10. Reading for pronunciation.

GERMAN.

1. Number of irregular verbs in German. Characteristic of each conjugation. Principle upon which subdivisions are made in the first two conjugations.

Give the principal parts of the following verbs, and assign them to their proper conjugation and class : lesen, nehmen, trinken, pfeifen, bleiben, braten, frieren, schlagen.

2. Translate into German—

The potatoes are boiled : shall I bring them in ?

The honest man forgets insults and remembers benefits.

He who has once lied does not deserve to be trusted.

"The child is not dead," said Jesus to its father, "it sleeps."

"One hand washes the other," says a German proverb.

3. Characteristics of inseparable verbs. Name the inseparable prefixes. In what tenses of separable verbs are the particles detached from the verb ?

Translate—

Put on your shoes. You have guessed my thoughts. In summer the sun rises at four o'clock in the morning.

4. Translate—

Am Abend nahm Marie ihr Kind mit einem Gefühl von Beängstigung und Ehrfurcht in die Arme; sie ließ dem halben Mädchen nun noch mehr Freiheit als sonst, und beruhigte oft ihren Gatten, wenn er, um das Kind aufzusuchen, kam, was er seit einiger Zeit wohl that, weil ihm ihre Zurückgezogenheit nicht gefiel, und er fürchtete, sie könne darüber einfältig, oder gar unflug werden.

5. What are Reflective Verbs ? Inflect the Present Indicative of sich freuen.

Give two translations for *there is* and *there are*. Illustrate by examples.

Translate—

A good Christian does not avenge himself on his enemy.

We were mistaken in the name of the street.

6. Name three classes of conjunctions. Which affect the arrangement of words in a sentence ? Distinguish between sondern and aber.

Translate—

If you are poor do not wish to seem rich.

The castle of the duke is on the other side of the river.

We shall not go into the country unless he consents to come with us.

7. Translate—

R o t h ä p p c h e n.

Aha! Mir ist ein Sprichwort bekannt;

Er zittert wie 'ne Espe;

Wobon zittert aber wohl der Baum so sehr?

G r o ß m u t t e r.

Das will ich dir gern sagen, mein K i n d ,

Nur schlag es nicht gleich wieder in den W i n d :

Als unser Herr Christus in Menschengestalt

Hatt' auf der Erde seinen Aufenthalt,

Da wandelt' er oft durch Berge und W a l d.

R o t h ä p p c h e n.

Er hat auch in den Wüsten gereist

Und da fünf tausend M a n n gespeist.

Give declension and cases of italicized nouns.

8. Correct the errors in the following sentences and give the reasons:

Warum haben Sie zu Baden gegangen? Als ich kam zu Hause ich ging zu Bett. Wenn Sie finden den Buch Sie kann nehmen ihn gefälligst. Unweit dem Hügel das Kapelle steht.

9. Translate—

Zust. So? eine vortreffliche Sache!

v. Zellheim. Aber die wir noch verschieben müssen. Ich habe keinen Heller baares Geld mehr! Ich weiß auch keines aufzutreiben.

Zust. Rein baares Geld? Und was ist denn das für ein Beutel, den der Wirth in Ihrem Schreibpulte gefunden?

10. Reading for pronunciation.

LATIN READER.

1. Translate—

Apud Hypānim fluvium, Aristotēles ait, bestiolas quasdem nasci, quæ unum diem vivant.

Force of termination in bestiolas.

Rule for accent of the proper names.

Parse ait. Syntax of Hypanim with rule in full.

2. Translate—

Nihil agendo homines male agere discunt.

Hannibal patriam defensum revocatus est.

Athenienses non exspectato auxilio in prælium egrediuntur.

Parse nihil. Principal parts of *discunt*, *revocatus est*, and *egrediuntur*? Rules for the sound of *g* in *agendo*, *x* in *auxilio*, *i* in *prælium*, final *e* in *Athenienses*.

3. Translate—

Dum Porsena urbem obsidebat, Quintus Mucius Scævola, juvenis fortis animi, in castra hostium se contulit eo consilio, ut regem occideret. At ibi scribam regis pro ipso rege interfecit. Tum a regiis satellitibus comprehensus et ad regem deductus, quum accensæ imposuit, donec flammis consumpta esset.

4. How many syllables has every Latin word? Why are *occideret*, *terreret*, and *consumptā esset*, in the subjunctive mode? Rules for the sound of *u* and *e* in Mucius.

5. Translate the first two sentences in the following—

Paucis annis interjectis, bellum in Africam est translatum. Hamilcar, Carthaginiensium dux, pugna navali superatus est; nam, perditis sexaginta quattuor navibus, se recepit; Romani viginti duas amiserunt. Quum in Africam venissent, Pœnos in pluribus præliis vicerunt, magnam vim hominum ceperunt, septuaginta quattuor civitates in fidem acceperunt.

6. Explain the composition of *translatum*, *interjectis*, *acceperunt*. Syntax of *pugna* and *navibus*. Synopsis of Cæpio in Indicative Active.

7. Principal Parts of *fugio* and *fugo*. Difference in meaning. Participles of each.

8. Give the gender of all the nouns in the following paragraph:

Paulo post Antonius, repudiata sorore Cæsaris Octaviani, Cleopatram, reginam Ægypti, uxorem duxit. Ab hac incitatus ingens bellum commovit, dum Cleopatram cupiditate muliebri optat Romæ regnare. Victus est ab Augusto navali pugna clara et illustri apud Actium, qui locus in Epiro est. Hinc fugit in Ægyptum, et, desperatis rebus quum omnes ad Augustum transirent, se ipse interemit.

9. Explain composition of desperatis. Inflect locus. Peculiar use of qui. Why are both clara and illustri used with pugna?

10. Name five English derivatives from each of two Latin words.

FOURTH CLASS.

BOOK-KEEPING.

Write the Day Book, (Journal form,) Ledger and Balance Sheet, from the following data.

Allow in the Ledger for Cash, Merchandise and Loss and Gain 11 lines. For all other accounts 6 lines.

New Haven, January 1, 1870. The partners in this business are James Chamberlin and Walter Roberts. The name of the firm is to be Chamberlin & Roberts. Gains and losses are to be in proportion to investment.

James Chamberlin invests: Cash, \$5,000; Mds., \$3,437.94; total investment, \$8,437.94.

Walter Roberts invests: Cash, \$10,000; store and fixtures, \$8,000: total investment, \$18,000.

" 2.

Bought of A. S. Johnson & Co., on our note at 10 days, mdse. as per invoice book, amount, \$969.74.

" 3.

Shipped to Pratt & Hotchkiss, New York, to be sold on our account and risk, mdse. amt. \$1,343.04. Ship. No. 1.

" 4.

Sold to C. L. Camp for cash, mdse. as per S. B. \$235.30.

" 5.

Shipped Pratt & Hotchkiss, New York, to be sold on our account and risk, mdse. \$292.74. Ship. No. 2.

" 7.

Sold Weld & Franklin on ac't, mdse. per S. B. \$370.50.

" 10.

Bought of Chamberlin & Co. mdse. per I. B. \$1021.25. Gave in payment our draft at 10 days on Weld & Franklin for \$370.50. Cash \$650.75.

" 11.

Shipped Weld, Somers & Co., Hartford, to be sold on our account and risk, mdse. amt. \$800.

" 15.

Received of Pratt & Hotchkiss, an account of sales of sugar sent them on the 3d inst. The net proceeds, which have been entered to our credit, as due on the 12th, amount to \$1,575. Ship. to New York No. 1.

" 18.

Paid cash for sundry items of expense \$75.

Paid cash to James Chamberlin on private account \$200.

" 20.

Paid cash for our note and interest in favor of A. S. Johnson & Co., due on the 15th; face of note \$969.74; interest \$0.81; amount paid \$970.55.

" 25.

Received an account of sales of mdse. shipped to Pratt & Hotchkiss, New York, ship. No. 2; our net proceeds due the 19th, amount \$375.

" 26.

Bought of Harmount, Ferris & Co., mdse. per I. B. amount \$1,467.

Gave in payment our draft on Pratt & Hotchkiss, at sight, for \$1,000; cash \$467.

" 27.

Sold Lego, Lampson & Co., on their note at 30 days, mdse. per Sales Book, amount \$880.25.

" 30.

Paid salaries to date in cash \$150.

INVENTORY, Jan. 30.

Mdse. \$3,219 67 ; store and fixtures \$8,000.

Shipment to Hartford \$800.

ENGLISH LANGUAGE.

1. Give some account of the manner in which a language may be formed.

Show by facts, whether words are necessary to the communication of ideas.

2. What is the principal element of the English language?

What other elements enter into its composition?

3. Explain the term *transitive* as applied to verbs. How is the Passive Voice of verbs formed? The progressive form?

Give the synopsis of the verb *hit* in the indicative mood, progressive form, passive voice, second person, singular.

4. Amplify the following sentence, and express the same literally:

A rolling stone gathers no moss.

5. Name three distinctions between relative and personal pronouns.

Illustrate by example, all the uses of *what* as different parts of speech.

6. Parse the italicized words in the following passage:

"*He* pausing, Arthur answered, 'O my Knight,
It will be to your worship, as my Knight,
And *mine*, as head of all our Table Round,
To see that she be buried worshipfully.'
So toward that shrine *which* then in all the realm
Was richest, Arthur leading, slowly *went*
The marshalled order of their Table Round."

7. When does a collective noun require a singular, and when a plural verb? Illustrate.

Give the derivation of the following words: tenement; citizen; lyceum; lyric; academy; suburban; candidate.

8. Write a complex sentence containing the present passive participle of *lay* (*to place*), the indicative past of *lie* (*to recline*) and a conjunctive adverb.

Write a compound sentence containing the indicative past of *ought*, the potential past perfect, progressive form of *sit*, and a participial noun.

Analyze both sentences.

9. Give the different meanings of the word *stock*, and show their common origin.

Distinguish between *felicitate* and *congratulate*; *discover* and *invent*; authentic and genuine; educate and instruct.

10. Correct the errors in the following sentences, and give the reason for each correction.

Every one enjoyed themselves because it was such a lovely night.

Prince Arthur, son of Queen Victoria, who recently visited this country, is now traveling on the continent.

If I had read the letter before, I would not have allowed you to have seen the contents.

Express in prose the following:

“ One showed an iron coast and angry waves.
You seemed to hear them climb and fall
And roar, rock thwarted, under bellowing caves,
Beneath the windy wall.”

FRENCH.

1. Give the gender of the following nouns and rules for the same: fleur, main, frère, mouchoir, famille, charité, congé, livre, pendule.

2. Write the plural of voir, bijou, clou, lieu, cheval, travail, carnaval, oiseau, plante, ciel, and give the authority.

3. Translate—

On ne nous croit ni l'un ni l'autre. Je ne suis pas si savant que votre frère, mais il est plus âgé que moi. Ceux qui se contentent de peu sont heureux. Prenez cette montre et la portez à votre frère, je crois qu'elle est à lui. J'ai appris ma leçon mais ma soeur n'a pas appris la sienne.

4. Name each pronoun in the preceding sentences, stating its class, and giving its form in both numbers.

5. Parse *croit*, *contentent*, *sont*, *prenez*. Why is *moi* used?

6. Write the principal parts of *craindre*, *dormir*, *dire*, *faire*, *couvrir*, *avoir*, *venir*, *mettre*, *finir*, *vendre*.

7. What tenses are formed from the present participle?

Exceptions.

8. Inflect the present indicative of *dire* and *faire*; the future of *venir* and *voir*; and present subjunctive of *aller*.

9. Write in French—

Do the children receive a letter from their mother? The captain has light hair. Has your cousin given your sister a book? He has given my sister the book which you were reading. The little boy is pleased with the books.

10. Write the synopsis of *pouvoir* in third person singular. Inflect the present perfect indicative of *se flatter*, negative interrogative form. Inflect the negative imperative of *se flatter*.

GERMAN.

1. Name eight prepositions which govern the dative: five which govern the accusative: two which govern the genitive: nine which govern either the dative or accusative. Illustrate by two examples, the use of some preposition of the last class, and give the rule.

2. Distinguish between *der Band* and *das Band*; *der Runde* and *die Runde*; *der See* and *die See*.

Give the feminine for *der Better*; *der Jüngling*.

Decline *Herr Schmidt*; *Karl der Große*.

3. Give two translations for *das Gesicht* and the form of plural for each meaning.

Translate into German—nine pieces of cloth; three pounds of sugar. Give the rule for such expressions.

4. Translate into German—

The United States of America are very rich.

Before winter, many birds fly across the sea.

The count was at home at 3 o'clock.

Assign the italicized nouns to their proper declensions, and note any irregularities.

Translate—

5. Meine Gedanken flogen weit umher, hinauf zu meinem großen Freunde, der mir jeden Abend so hübsche Geschichten erzählte und mir Bilder zeigte. Ja, was hat der nicht Alles erlebt! Er glitt über die

Gewässer der Sündfluth, lächelte gerade so, wie er zu mir herunterblidte, auf Noah's Arche nieder, und brachte Trost und Kunde von einer neuen Welt die, hervorblühen würde.

6. Name the complete auxiliary verbs, and the auxiliaries of Mood.

Give synopsis of *sein* in the subjunctive, first person plural.

Inflect the Imperfect Subjunctive of *haben*; Imperfect Indicative of *fönnen*; the Present Indicative of *dürfen*.

7. Compare *viel*; *gern*; *balb*. Distinguish between *der reichste* and *am reichsten*.

Translate—

That general was more unfortunate than unskillful. The better men are, the happier they are.

How are the Ordinal numbers formed from the Cardinal? The Fractional from the Ordinal?

Translate—half an hour. One year and a half. I shall go out at a quarter to five.

8. Translate—

„Wenn ich das geringe Haus verlasse, aus dem das Glück meiner Söhne emporblühte, da würde das Glück sie verlassen!“ — Es ist ein Aberglaube; aber von der Art, daß, wenn man die Geschichte kennt und das Bild erblickt, zwei Worte als Unterschrift genügen, um es zu verstehen: „Eine Mutter.“

Give declension and case of the italicized nouns.

9. Correct the errors in the following sentences and give reasons:

Der kleinen Kind hat einen neu Kleid. Ich hat viele Blumen in das Feld gesehen. Die Kaufmänner kennen ihre Pflichten. Ich habe gewesen viermal zu Paris. Was Uhr ist es? Es ist ein viertel zu sechs.

10. Reading for pronunciation.

LATIN.

1. Give some account of the ancient Latins, and of their language in its different epochs.

2. Give a complete classification of the letters of the alphabet. The rules for the sounds of the vowels. Illustrate.

3. The characteristics of the Latin declensions; of the conjugations.

The stem of nouns and its modifications.

The order of words in the Latin sentence. Rules for the location of emphatic words.

4. 5. Translate—

Syracusis est fons *aquæ* dulcis, *cui* nomen *Arethusa* est, Demaratus, Tarquinii regis *pater*, fugit *Tarquinius Corintho*. Haec *terra marique* gesta sunt.

Syntax of words in italics.

What English words from *fons*, *aqua*, *dulcis*, *nomen*, *pater*, *fugit*, *terra*, *mare*?

Synonyms of *terra* and *mare*.

Principal parts and synopsis of *gesta sunt*.

Explain the proper names.

6. The rule for the ablative ending in adjectives of the third declension.

Name and define the classes of pronouns.

Decline *aliquis*.

7. Define and illustrate the different classes of verbs.

Mention the *euphonic changes* which occur in the regular formation of the "principal parts" of the verb.

Describe the *irregular* formation of the "principal parts."

8. 9. 10. Translate—

Decrevit senatus, ut consul videret, ne quid respublica detrimenti caperet.

Discipulos id unum moneo, ut præceptores non minus, quam ipsa studia ament.

Etymology of *decrevit*, *senatus*, *detrimenti*, *discipulos*.

Apply the rule for the sequence of tenses in each sentence.

Explain the use of the subjunctive in each case.

Syntax of italicized words.

Compare *minus*. What irregularity in *caperet*? Synopsis of ament. What peculiar in *unum*?

English words from any words in the passage.

Some account of *senatus*, *consul*, *respublica*.

EXAMINATION IN MUSIC.

JUNE, 1870.

Each room was examined by Mr. Jepson, on the following points, and marked on a scale of *one to five*; the figures 1, 2, 3, 4, 5, respectively indicating POOR, FAIR, GOOD, BETTER, BEST:

REPORT.

AVERAGE ABILITY IN SIGHT-SINGING;

AVERAGE QUALITY OF TONE;

AVERAGE ACCURACY IN TIME.

The examination in sight-singing consisted of exercises adapted to the progress of each particular grade, which were placed on the blackboard in presence of the scholars for the first time, and which they were permitted to sing but once through. Each scholar was also required to sing the Diatonic Scale.

1. Scholars not to be informed of page to read, or be allowed to practice on it previous to examination.
2. Scholars not to read continuously on the same exercise.
3. Scholars must read without hesitation, and at an ordinary rate of speed.
4. Scholars must not be allowed to correct mistakes in reading.
5. Teachers not to prompt except when scholars hesitate, and such hesitations to count as failures.
6. Perfect recitation of scholars to be marked 100—each error to count 5 off.

Rooms No. 1 and 2.—Teacher write scale of C on the staff, with numerals; each scholar to locate with pointer every line and space of the staff, also each numeral of the scale—teacher calling for lines, spaces, and numerals, in irregular order.

Rooms No. 3 and 4.—Teacher write scale on staff, with notes; each scholar to locate with pointer every numeral of the scale, also to name the place for each numeral—teacher calling for numerals and their places on the staff, in irregular order.

Room No. 5.—Each scholar to read by syllable a single line of music from page 15 of the Music Reader.

Room No. 6.—Each scholar to read by syllable a single line of music from page 25 of the Music Reader.

Room No. 7.—Each scholar to read by syllable a single line of music from page 27 of the Music Reader.

Room No. 8.—Each scholar to read by syllable a single line of music on treble clef from page 32 of the Music Reader.

Room No. 9.—Class to read from pages 36 and 37 of the Music Reader; each scholar to read by syllable a line of music on each clef. Total failure on either clef to count 50 off.

Room No. 10.—Class to read from pages 63 and 64 of the Music Reader; each scholar to read one line of music by syllable and by letter on the treble clef, and one line by syllable on the bass clef. Total failure in either of the three exercises to count 33½ off.

Room No. 11.—Class to read in accidentals from manuscript; each scholar to read one line of music on the treble clef by syllable and by letter, and one line of music on the bass clef by syllable. Total failure in either of the three exercises to count 33½ off.

Room No. 12.—Class to read in accidentals from manuscript; each scholar to read one line of music on each clef by syllable and by letter. Total failure in either of the four exercises to count 25 off.

HIGH SCHOOL.—Each scholar to read a line of music by syllable on the treble clef from "Part Song" in keys of G, A, F, and B♭ on pages 132, 144, 97, 54 and 57 respectively, and by letters on page 114. Total failure or inability to read either exercise to be marked 20 off.

LATIN DEPARTMENT.—Class to read from chapters 34 and 35 of Music Reader; each scholar to read a single line of music on each clef by syllable and by letter. Total failure in either exercise to be marked 25 off.

TABLE III.

A Summary of the Ages of Scholars between 5 and 16 years, in all the Schools, during the Winter Term, ending April, 1870.

SCHOOLS.	Bet. 5 and 6.	6 and 7.	7 and 8.	8 and 9.	9 and 10.	10 and 11.	11 and 12.	12 and 13.	13 and 14.	14 and 15.	15 and 16.	16 and over.	Total.
High,							2	10	18	25	39	61	155
Webster,	18	37	48	70	76	70	72	97	64	39	26	12	629
Eaton,	10	39	49	77	79	64	78	99	78	51	35	10	664
Dwight,	21	34	80	64	76	68	73	93	108	63	27	6	713
Wooster,	26	52	50	74	102	100	85	90	67	46	18	15	725
Skinner,	22	36	66	66	79	88	83	64	46	43	12	6	611
Howard Av.,	18	49	53	65	86	75	68	77	74	43	14	5	627
Hamilton,	46	40	65	89	77	53	53	49	27	18	2	....	514
Dixwell,	26	28	33	48	50	40	39	36	17	6	....	2	325
South St.,	16	38	40	39	45	36	24	12	3	....	....	....	253
Washington,	16	52	66	61	72	74	15	19	2	2	....	....	379
Fair St.,	8	23	36	35	33	25	21	5	2	1	....	....	189
Goffe St.,	13	6	16	28	20	17	9	12	12	6	5	10	149
Division St.,	13	3	11	7	13	16	12	10	12	7	....	....	104
Elm St.,	9	10	15	10	14	14	10	9	4	1	....	....	96
Whiting St.,	13	13	15	6	14	13	10	10	4	2	....	....	100
City Point,	4	3	4	6	2	1	4	3	1	2	....	....	30
Carlisle,	6	5	1	2	1	1	2	1	4	....	1	....	24
Skinner Branch, 1	7	20	13	1	1	0	1	....	....	....	....	....	43
" " 2	6	5	5	4	2	5	4	....	1	1	....	....	33
Totals,	298	493	666	747	842	760	665	696	539	351	179	127	6363

TABLE IV—continued.—Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist'd.	Av. No. Registered.	Av. Daily Attend.	Per Cent. Attend.	No. With'd'n.	No. Absent's.	No. Tard'n's.	No. & days without Ab or Tard.		No. Truants.	No. cases Truancy.	Av. Age. Yr.-mo.
										Boys.	Girls.			
EATON.....	1	56	69	58.1	49.4	98.	62	0	1480	61	88	120	48	1
	2	50	56	49.2	46.9	95.3	29	0	950	27	165	116	67	1
	3	50	58	50.6	48.8	96.4	38	1	658	26	217	185	129	2
	4	54	62	52.7	50.4	95.6	36	1	805	16	216	140	115	3
	5	51	56	49.5	47.	94.9	29	0	955	23	148	109	50	1
	6	59	60	49.1	46.4	94.5	30	0	1049	42	108	80	27	2
	7	51	62	48.8	46.3	94.8	38	0	976	48	122	86	33	2
	8	48	56	40.8	38.3	93.8	28	2	981	22	130	97	49	8
	9	50	51	48.5	41.1	94.4	31	0	956	27	112	131	41	0
	10	46	44	38.3	36.1	94.2	25	2	886	17	118	142	45	0
	11	50	53	46.	44.3	96.3	22	0	688	8	193	119	76	0
	12	57	59	50.9	49.1	96.4	24	0	710	10	169	159	73	0
TOTALS...	12	613	686	572.5	544.1	95.	392	6	11044	327	1766	1484	748	35
WOOSTER.....	1	60	56	53.8	51.1	95.8	32	0	930	48	147	135	76	0
	2	60	62	51.7	49.	94.7	32	1	1058	49	108	128	62	1
	3	60	63	54.7	51.9	94.8	28	7	1068	37	96	114	88	4
	4	60	70	52.2	49.	95.8	52	10	1249	28	101	88	31	7
	5	60	67	56.8	55.1	97.	19	4	668	30	209	148	96	2
	6	60	67	56.4	53.8	95.4	38	4	1030	26	122	98	88	5
	7	50	57	41.9	39.1	93.3	44	5	1048	19	139	71	31	8
	8	54	61	47.9	45.4	94.8	48	5	962	23	104	115	39	3
	9	50	49	43.1	40.7	94.4	26	2	991	30	147	112	55	1
	10	50	47	44.	41.7	94.8	23	0	885	19	87	90	57	0
	11	50	47	40.5	38.5	95.	24	0	782	19	220	82	52	1
	12	48	39	36.9	35.6	96.4	25	0	451	7	272	190	137	0
TOTALS...	12	662	685	579.4	550.9	95.	391	38	11072	335	1753	1366	702	60

TABLE IV—continued.—Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats	No. Registered	Ar. No. Registered	Ar. Daily Attendance.	Per Cent. Attendance.	No. Withdrawn	No. Suspended	No. Absences.	No. Tardiness.	No. & days without Abs. or Tard.		No. Truants.	No. Cases Ar. Arre. Truancy.	Ar. Arre. Truancy.
											Boys.	Girls.	All Present.		
DWIGHT,	1	51	59	51.9	49.7	95.7	6	0	916	34	147	184	95	1	5.9
	2	51	63	49.8	46.9	94.1	35	0	1159	38	101	114	44	2	7.
	3	51	57	49.9	46.5	93.1	31	1	1344	61	87	75	30	6	8.
	4	51	61	51.2	47.9	93.5	22	1	1273	29	107	58	27	2	8.7
	5	62	78	60.9	57.2	93.9	35	1	1282	29	142	84	49	0	9.4
	6	53	62	52.2	49.	93.8	26	1	1251	50	133	48	44	2	3 10.5
	7	50	57	51.8	49.2	94.9	24	1	1004	46	98	114	42	0	11.6
	8	54	62	53.7	51.1	95.1	31	0	1053	39	107	79	33	0	12.1
	9	50	59	48.7	46.5	95.4	34	2	829	28	126	115	49	3	5 12.8
	10	50	57	50.8	47.7	93.8	30	0	1050	32	77	149	42	2	3 12.
	11	46	50	47.	46.7	99.3	42	0	111	2	318	332	289	0	0 13.9
	12	46	52	47.3	46.4	98.	21	0	805	7	36	230	198	0	0 14.8
TOTALS..	12	615	717	615.2	584.8	95.	387	7	11,577	395	1749	1582	942	18	22 10.5
SKINNER,	1	50	52	47.2	44.5	94.2	46	0	963	24	129	190	86	4	6 6.2
	2	50	54	47.2	44.3	93.8	42	7	1046	26	73	178	49	10	17 8.2
	3	50	53	46.7	46.6	95.6	30	4	765	11	140	212	90	2	3 3.7
	4	50	51	49.5	46.6	94.1	12	3	1123	19	83	115	24	6	6 8.10
	5	50	50	49.7	47.3	95.1	22	0	925	34	115	155	37	0	0 9.4
	6	50	56	48.9	46.1	94.2	26	3	1114	30	89	75	27	2	6 9.9
	7	50	55	49.	46.2	94.2	27	4	1131	51	184	75	41	8	17 10.6
	8	50	56	46.5	44.6	95.9	25	7	765	32	161	152	72	9	15 11.1
	9	50	59	46.4	41.3	95.4	18	3	866	43	128	113	46	5	12 11.5
	10	50	53	45.3	43.3	95.5	27	1	725	31	186	133	78	3	7 11.11
	11	50	51	41.6	39.9	95.9	24	2	680	32	247	102	71	3	8 12.8
	12	50	49	44.9	43.6	97.1	27	1	535	18	274	156	110	0	0 13.11
TOTALS..	12	600	639	564.9	537.3	95.1	336	35	10,638	351	1759	1656	731	52	92 10.3

TABLE IV—continued.—Showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seals.	No. Regist'rd.	Av. No. Registered.	Av. Daily Attendance.	Per Cent. Attendance.	No. Wilder's Method.	No. No. of Special.	No. Absences.	No. Tardiness.	No. Days without Ab. or Tardiness.		No. Truants.	No. Cases Truancy.	Ar. Age.	In. No.
											Boys.	Girls.				
HOWARD AV.,	1	62	64	53.3	50.3	94.3	23	3	1219	51	138	122	1	1	6.2	
	2	64	64	53.3	50.6	94.9	24	1	1078	43	106	109	5	9	6.11	
	3	64	66	53.2	49.4	92.8	37	2	1455	74	113	52	2	5	8.7	
	4	64	65	54.0	51.4	95.2	26	4	996	59	108	156	7	12	8.5	
	5	58	62	51.6	49.5	95.9	28	5	820	47	140	155	11	14	9.2	
	6	56	58	50.6	47.7	94.2	23	6	1126	57	51	112	7	4	10.3	
	7	50	55	47.5	44.9	94.5	31	5	1032	62	82	119	4	5	10.6	
	8	50	54	46.1	42.2	91.5	31	11	1472	91	62	53	10	10	11.7	
	9	50	53	45.8	42.2	92.1	32	12	1401	61	70	81	6	11	12.	
	10	50	51	48.8	45.9	94.	27	3	1121	46	108	101	1	7	12.3	
	11	50	52	45.5	42.2	92.7	41	10	1280	53	127	48	2	2	13.1	
	12	50	53	40.7	38.2	93.8	51	3	980	11	220	86	1	1	13.11	
TOTALS...	12	666	697	590.4	554.5	93.9	374	65	13980	655	1325	1164	57	81	10.3	
HAMILTON,	1	60	65	60.3	58.4	96.8	6	0	644	21	284	154	1	1	5.5	
	2	60	65	59.1	57.1	96.6	13	4	819	63	186	107	0	0	6.8	
	3	58	63	56.5	55.3	97.8	19	2	461	23	256	210	0	0	7.10	
	4	58	68	55.4	54.4	98.1	11	12	383	16	283	219	0	0	8.5	
	5	50	54	48.6	47.1	96.9	10	1	595	30	238	109	0	0	9.2	
	6	46	50	43.9	41.7	94.9	16	4	824	38	188	101	0	0	10.1	
	7	42	46	41.8	40.	95.6	5	4	700	26	218	115	0	0	10.2	
	8	52	56	50.1	48.	95.8	14	4	724	47	189	120	1	2	11.	
	9	70	76	66.9	64.1	95.8	21	7	1197	136	180	89	0	0	12.8	
TOTALS...	9	496	543	482.6	466.1	96.5	115	38	6401	405	2022	1224	2	3	9.	
SKINNER BRANCHES.	1	50	57	46.	41.7	90.6	27	1	1639	192	66	68	10	10	5.11	
	2	38	34	26.4	24.2	91.6	17	8	737	89	82	152	8	34	6.1	
TOTALS...	2	88	91	72.4	65.9	91.1	44	9	2376	281	148	230	18	44	7.	

TABLE IV—continued.—Showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Regis.	Av. No. Regis'd.	Av. Daily Attend.	Per Cent Attend.	No. Withd.	No. Susp.	No. Absen.	No. Tard's.	No. Boys.	No. Girls.	With't Ab. or T. All Pres.	No. Trust.	No. Cas.	Av. Age.
DIXWELL,	1	54	67	53.8	49.9	92.7	54	1	1570	263	56	143	31	0	0	6.2
	2	54	58	50.7	47.7	94.1	44	1	1176	93	93	147	56	2	3	7.5
	3	50	58	49.6	48.3	97.3	32	1	536	75	225	201	183	0	0	8.11
	4	48	56	47.5	45.	94.7	31	4	1042	141	156	89	42	0	0	10.1
	5	48	55	48.4	45.2	93.3	22	7	1222	74	84	77	27	0	0	10.9
	6	48	55	48.1	46.2	96.	23	0	709	74	165	123	57	0	0	12.2
TOTALS..	6	302	349	298.1	282.3	94.7	206	14	3255	720	779	780	346	2	3	9.3
SOUTH ST.....	1	50	52	48.5	45.	92.7	33	2	1405	49	114	65	28	1	1	5.8
	2	50	51	47.6	45.4	95.3	19	7	849	29	126	163	61	3	3	6.8
	3	50	53	48.5	45.2	95.2	33	2	909	74	181	90	50	3	6	8.9
	4	50	47	48.1	46.7	97.	20	1	563	40	108	205	123	0	0	9.3
	5	50	28	27.5	26.	94.5	2	0	119	18	38	30	22	0	0	9.11
	6	52	53	48.1	46.8	97.2	32	5	611	16	178	213	119	3	4	10.9
TOTAL...	6	302	283	268.3	256.1	95.4	139	17	4456	226	835	765	403	10	14	8.6
FAIR ST.,	1	50	55	38.7	35.3	92.	23	4	1211	54	76	132	36	6	10	6.7
	2	50	50	40.9	38.	92.9	18	4	1095	28	83	145	37	5	8	7.11
	3	50	45	35.1	32.3	92.	28	6	1090	17	99	97	31	2	7	9.8
	4	50	46	37.4	34.4	91.9	36	6	1155	17	107	80	26	5	7	10.1
TOTALS..	4	200	196	152.1	140.0	92.	105	20	4551	116	365	454	130	18	32	8.7
GOFFE ST.,	1	44	61	43.	39.8	92.5	33	4	1319	218	51	96	28	4	5	7.1
	2	40	44	29.2	26.1	89.3	22	7	1169	259	75	73	28	8	18	9.5
	3	58	53	39.1	35.7	91.	28	7	1352	263	79	35	20	5	6	13.4
TOTALS..	3	142	158	111.3	101.6	91.4	83	18	3840	740	205	204	74	17	29	9.11
DIVISION ST., ..	1	50	56	42.5	39.3	92.5	24	0	734	138	94	92	50	0	0	7.4
	2	50	56	43.4	39.7	91.5	18	8	828	197	76	79	26	0	0	11.6
TOTALS..	2	100	112	85.9	79.	92.	42	8	1562	335	170	171	76	0	0	9.5

TABLE IV—continued—Showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Reg'd.	Av. No. Regist'd.	Av. Daily Attend.	Per Cent Attend.	No. With'n Susp.	No. Absen.	No. Tard's.	No. Days with't Ab. or T.		No. Truants.	No. Cas. Truancy.	Av Age yrs. mo.
										Boys.	Girls.			
ELM ST.,.....	1	54	54	46.7	46.3	97.	11	0	181	276	279	0	0	7.8
	2	57	55	48.	46.6	97.	15	0	181	209	215	0	0	10.1
TOTALS,...	2	111	109	94.7	91.9	97.	26	0	362	485	494	0	0	8.10
CHERRY ST.,...	1	60	63	59.2	53.7	90.7	5	0	431	1	9	1	0	8.9
	2	45	37	36.1	33.7	93.3	1	0	200	11	13	4	0	11.3
TOTALS,...	2	105	100	95.3	87.4	92.	6	0	631	12	22	5	0	10.
WEITING ST., .	1	78	100	80.7	70.4	87.2	41	11	4074	328	1	0	4	8.11
CITY POINT,....	1	34	30	26.1	24.9	95.4	3	0	455	112	162	189	0	9.3
CARLISLE ST.,...	1	52	32	20.	15.	75.	22	1	2061	693	3	6	1	8.5

PERFECT ATTENDANCE.

THE following Table presents all rooms in which *all the pupils* have been present **100** half days or more during the year.

N. B.—Perfect Attendance cannot be counted if for any cause, any pupil is not in seat at the hour of commencing School, (9 o'clock A. M. and 2 P. M.,) or is dismissed before the hour of closing, (12 and 4 o'clock.)

SCHOOLS.	ROOMS.	TEACHERS.	No. HALF DAYS, 1899-70.			No. HALF DAYS, 1903-9.		
			ALL PERS'N.	BOYS.	GIRLS.	ALL PERS'N.	BOYS.	GIRLS.
1. Dwight School.....	No. 11.	Miss Bernard.	289	318	332	255	332	281
2. Hamilton ".....	" 4.	S. M. Cornelia Clinton.	208	283	219	181	221	169
3. Webster ".....	" 9.	Miss Tyler.	199	256	276	148	256	199
4. Dwight ".....	" 12.	Mr. Camp.	198	306	230	186	320	196
5. City Point ".....	" 1.	Miss Hull.	189	239	162	.....	.....	.....
6. Hamilton ".....	" 3.	S. M. Arsenius Caden.	168	256	210	140	227	184
7. Hamilton ".....	" 1.	S. M. Cyril Welch.	141	284	164	.....	.....	.....
8. Wooster ".....	" 12.	Mr. Park.	137	272	190	.....	.....	.....
9. Dixwell ".....	" 3.	Miss Kennedy.	133	225	201	.....	.....	.....
10. Eaton ".....	" 3.	Miss Hovey.	129	217	185	109	213	178
11. Webster ".....	" 8.	Miss M. A. Graves.	125	194	217	.....	.....	.....
12. South St. ".....	" 4.	Miss J. E. Barber.	123	198	205	100	188	187
13. South St. ".....	" 6.	Miss Pinney.	119	178	213	108	186	164
14. Eaton ".....	" 4.	Miss K. Smith.	115	216	140	156	230	229
15. Skinner ".....	" 12.	Mr. Davis.	110	274	156	.....	.....	.....
Dwight ".....	" 10.	Miss Peck.	.....	.....	.....	128	205	191
Skinner ".....	" 6.	Miss Brown.	.....	.....	.....	109	186	163

TABLE V.

Summary of Statistics—Showing Attendance, &c., at all the Schools, during the year.

SCHOOLS.	No. Teach	No. P'ns.	No. Seats.	No. Reg'd	Av. No. Regist'd	Av. Dily Attend.	Per Cent Attend.	No. With'n Susp.	No. Absent	No. Tard.	No. Boys.	No. Girls.	All Pres. T'nts	No. Abs. or T.	No. ca. T'oy.	Aver. Age.
High School.....	7	2	204	192	165.6	159.	96.	51	2	2498	239	205	67	29	3	15.2
Webster.....	13	12	600	705	574.8	547.2	95.	274	19	10547	119	1829	1618	834	37	66
Eaton.....	13	12	613	686	572.5	544.1	95.	392	6	11044	327	1766	1484	748	20	35
Wootter.....	13	12	662	685	579.4	550.9	95.	391	38	11072	335	1752	1366	702	27	60
Dwight.....	13	12	615	717	615.2	584.8	95.	337	7	11577	395	1749	1582	942	18	22
Skinner.....	13	12	600	639	537.3	534.9	95.1	336	85	10638	351	1759	1656	731	52	92
Howard Av.....	13	12	665	697	590.4	554.5	93.9	374	65	13980	655	1925	1164	512	57	81
Hamilton.....	11	9	496	543	482.6	466.1	96.5	115	38	6401	405	2022	1234	941	2	3
Washington.....	13	8	412	454	368.2	343.8	98.3	209	42	9553	389	717	859	326	65	91
Dixwell.....	7	6	302	349	298.1	282.3	94.7	206	14	6255	720	779	780	346	2	3
South Street.....	6	6	302	283	268.3	256.1	95.4	139	17	4456	226	835	766	403	10	14
Fair Street.....	8	4	200	196	152.1	140.	92.	105	20	4551	116	365	454	130	18	32
Goffe Street.....	4	3	142	158	111.3	101.6	91.4	83	18	3840	740	205	204	74	17	29
Division Street...	2	2	100	112	85.9	79.	92.	42	8	1562	335	170	171	76	0	0
Elm Street.....	2	1	111	109	94.7	91.9	97.	26	0	362	277	485	494	518	0	0
Whiting Street...	2	1	78	100	80.7	70.4	87.2	41	11	4074	328	1	0	0	4	4
City Point.....	1	1	34	30	26.1	24.9	95.4	3	0	458	112	239	162	189	0	0
Carlisle Street...	1	1	52	32	20.	15.	75.	22	1	2061	693	3	6	1	1	8.5
Skinner Branches	2	2	88	91	72.4	65.9	91.1	44	9	2376	281	143	230	54	18	44
Cherry Street*...	2	2	105	100	95.3	87.4	92.	6	0	631	167	12	22	5	0	10.
Totals for 1870...	146	121	6382	6878	5818.5	5502.2	94.56	3196	350	117936	7210	16366	14339	7561	351	580
" 1869...	134	117	6069	6767	5664.4	5356.8	94.2	2800	265	117390	9104	15063	12925	6331	369	534
" 1868...	124	109	5593	6315	5462.3	5095.2	93.3	2221	293	125284	8190	10522	9061	4152	377	735
" 1867...	101	91	4715	5361	4487.0	4136.0	93.2	1858	276	182265	8357	8280	7189	3163	316	616
" 1866...	95	84	4578	4808	4263.0	3908.0	88.3	.....	.....	.....	.....	.....	.....	.....	.....	.....
" 1865...	93	.....	4567	4693	4182.0	3766.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
" 1864...	57	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
" 1863...	28	.....	.....	1745	1174.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Summer Term only.

*Names of Pupils who have been neither ABSENT nor TARDY
during the past year, or longer.*

HIGH SCHOOL.

Eugene DeForest.....1 year.	Inez E. Nettleton.....1 year.
Frederick W. Brocksieper.....1 "	Mary J. Quinley.....1 "
W. A. Pratt.....1 "	William S. Skinner.....1 "
Helen Brown.....1 "	Edward K. Roberts .....2 "
Sarah J. Gibson.....1 "	Helen M. Roberts.....2 "
Anna Johnson.....1 "	James Chamberlin.....2 "
Walter Roberts.....3 years.	

WEBSTER SCHOOL.

Room.	Name.	Time.	Room.	Name.	Time.
12.	Frederic Trowbridge.....	1 year.	8.	Mary Stanford.....	1 year.
11.	Mary Buckmaster.....	1 "	8.	Edwin Turnbull.....	1 "
11.	Mary Lewis.....	1 "	7.	John Gould.....	1 "
11.	Walter Lewis.....	1 "	6.	Erwin Turnbull.....	1 "
11.	Willie Sears.....	1 "	6.	Sarah Boone.....	2 "
10.	Joseph A. Arnold.....	1 "	5.	Annie Turnbull.....	2 "
10.	James T. Dwyer.....	1 "	5.	George Campbell.....	2 "
9.	William F. Bartlett.....	1 "	3.	George Turnbull.....	2 "
9.	Ella M. Reynolds.....	1 "	2.	Willie Hauff.....	2 "
8.	Anna Gobel.....	1 "	2.	Mary Campbell.....	2 "

EATON SCHOOL.

12.	Sarah Hubbell.....	1 year.	8.	David McNamara.....	2 years.
12.	Kate Bolton.....	1 "	8.	Daniel McNamara.....	2 "
12.	Atherton Barnes.....	1 "	8.	George H. Robertson.....	2 "
12.	Thomas Rochfort.....	1 "	8.	Charles McKeon.....	2 "
12.	Charles Freeman.....	1 "	7.	Charles Schwagermann.....	1 "
11.	Robert Rochfort.....	1 "	5.	Richard O'Brien.....	1 "
9.	Ida Boone.....	1 "	5.	Annie Brill	1 "
4.		Henry Schroeder.....	1 year.		

WOOSTER SCHOOL.

12. Lizzie Woodward.....4 years.	9. Arthur Leyerzapf.....1 year.
12. Mary McArthur.....1 "	9. William Carroll.....1 "
11. Nelson Beebe.....3 "	9. James Cunningham.....1 "
11. Alice Coyle.....1 "	9. Stephen Buckbee.....1 "
9. Ellen Bickford.....2 "	8. Stephen Maher.....1 "
9. Jane Thatcher.....2 "	8. Peter Henry.....1 "
9. Minnie Nedill.....2 "	6. Emma Bryant.....1 "
9. Thomas Bryant.....2 "	6. Freddie Sprague.....1 "
9. Peter Mullen.....2 "	5. Lizzie Coley.....1 "
9. Mary Russell.....1 "	5. James Ledwith.....1 "
9. Maggie Conway.....1 "	5. Jennie Woodward.....1 "
9. Mary Sullivan.....1 "	5. Bryan Roemer.....1 "
9. Lizzie Torpy.....1 "	5. Eddie Enos.....1 "
9. Lizzie Healy.....1 "	5. Willamette Wilroy.....1 "

DWIGHT SCHOOL.

12. Walter Camp.....7 years.	11. Lizzie McLinn.....2 years.
12. Carrie Burwell.....7 "	11. Theresa Dietrich.....2 "
12. Wallace Buell.....3 "	11. Mary Tuttle.....1 "
12. Carrie Root.....3 "	11. Fannie Weeks.....1 "
12. Nellie Weld.....3 "	11. Julia Munson.....1 "
12. Hattie Nettleton.....3 "	11. Ella Carroll.....1 "
12. Walter Fields.....2 "	11. Thomas Carroll.....1 "
12. Mary Hodgson.....2 "	10. Charles Weed.....1 "
12. Walter Larkins.....1 "	10. Annie Fredericks.....1 "
12. Cora Flight.....1 "	9. Nellie Auger.....6 "
12. Fannie Hotchkiss.....1 "	9. Ida Murray.....6 "
12. Nellie Mix.....1 "	9. Ellen Savill.....1 "
12. Hattie Fowler.....1 "	8. Robert Nesbit.....2 "
12. Mary Peck.....1 "	8. Timothy Crowley.....1 "
12. Lizzie Penney.....1 "	8. Jennie Mercer.....1 "
11. Mary Burwell.....7 "	7. Annie Hoggson.....1 "
11. Nellie Costigan.....7 "	7. Louis Schiller.....1 "
11. Louisa Johnson.....8 "	7. Hattie Langdale.....1 "
11. Charles Quinley.....8 "	6. Algernon Beach.....2 "
6. James Coffay.....2 years.	

SKINNER SCHOOL.

12. Effie S. Hull.....2 years.	10. John Hughson.....4 years
12. Sara Ogden.....1 "	10. Gracie Dayton.....1 "
11. Ida Parsons.....1 "	5. Archie Foley.....2 "
11. Ellen Maher.....1 "	4. Harry Laury.....1 "
11. Lizzie Rice.....1 "	3. John Morrissey.....2 "
11. Annie Powell.....1 "	3. Agnes Burns.....1 "
11. Lizzie Bradley.....1 "	2. John Shanley.....1 "
10. Herbert Simpson.....2 "	2. Katie Johnson.....2 "
10. Bernard Shanley.....1 "	

HOWARD AVENUE SCHOOL.

12. Charles F. Alling.....1 year. | 12. Frederick B. Clemmons....1 year.
 10. John Tracy.....1 year.

SOUTH ST. SCHOOL.

- | | |
|------------------------------|------------------------------|
| 6. Anna Bartiss.....1 year. | 6. John McGuire .....1 year. |
| 6. Jane Bartiss.....1 " | 5. Maggie Reynolds.....1 " |
| 6. Sarah Owens.....1 " | 5. Robert Buckmaster.....1 " |
| 6. Samuel Buckmaster.....1 " | 4. Maggie Goodwill.....1 " |
| 6. Charles Yergher.....1 " | 4. Nicholas Learned.....1 " |

HAMILTON SCHOOL.

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|--------------------------------|----------------------------|
| 8. Michael Mochler.....1 year. | 6. Annie Clune.....1 year. |
| 8. James Mochler.....1 " | 5. Willie Boland.....1 " |
| 8. Joseph McGuire.....1 " | 5. James McGinniss.....1 " |
| 8. Mary A. Sullivan.....1 " | 5. John McGinniss.....1 " |
| 8. Maria Delany.....1 " | 5. Patrick Lee.....1 " |
| 8. Kate O'Brien.....2½ " | 5. Thomas Case.....1 " |
| 7. Willie Eagan.....1 " | 5. Maggie Healy.....1 " |
| 7. Ellie O'Brien.....1 " | 4. Katie Healand.....1 " |
| 7. Jeremiah Coffey.....1 " | 3. Francis Gaffney.....1 " |
| 7. Dennis McKeon.....2½ " | 3. James Eagan.....1 " |
| 6. John Fitzpatrick.....1 " | 3. Dennis Carroll.....1 " |
| 6. Joseph McMullen.....1 " | 3. Mary McPartland.....1 " |

TEACHERS APPOINTED FOR THE YEAR 1870-71,

WITH THEIR SALARIES AND RESIDENCES.

SCHOOLS.	TEACHERS.	Salaries.	Residences.
HIGH SCHOOL. <i>Central Avenue, cor. Wall.</i>	T. W. T. CURTIS, A. M., <i>Principal</i> ,...	\$3,000.00	52 Whalley av.
	JAMES D. WHITMORE	2,000.00	10 York Sq. Pl.
	Virginia H. Curtis	800.00	52 Whalley av.
	Mary A. Marshall	700.00	Milford.
	Ella G. Ives	700.00	28 Trumbull.
	Katie Hume	650.00	268 Crown.
	Julia I. Stow	550.00	29 Wooster.
	No. Room.	\$8,400.00	
WEBSTER SCHOOL. <i>George Street, cor. York.</i>	JOHN G. LEWIS, <i>Principal</i>	\$2,000.00	52 Hubbard.
	12 Elizabeth M. Leonard	650.00	45 Park.
	11 Lucy A. Miner	600.00	193 George.
	10 Rachel S. Everts	550.00	193 George.
	9 Sarah C. Tyler	550.00	462 Chapel.
	8 Maria A. Graves	550.00	179 George.
	7 Kate M. Fagan	550.00	219 Whitney av.
	6 Clara A. Hurlbut	500.00	641 Chapel.
	5 Julia A. Malcolm	500.00	35 Prince.
	4 Fannie E. Graves	500.00	179 George.
	3 Edith E. Johnson	450.00	14 Brewery.
	2 Eliza A. Benham	350.00	26 College.
	1 Katharine Butts	550.00	199 George.
		\$8,300.00	
EATON SCHOOL. <i>Jefferson Street, cor. St. John.</i>	JOSEPH GILZ, <i>Principal</i>	\$2,000.00	264 State.
	12 Reugene L. Young	650.00	116 St. John.
	11 Bessie C. Blakeman	600.00	43 Dwight.
	10 Mary L. Lee	550.00	162 Grand.
	9 Statira A. Rowe	550.00	344 State.
	8 Mary J. Bronson	450.00	502 State.
	7 Mary A. Pinney	500.00	193 George.
	6 Effie E. Stevens	450.00	149 College.
	5 Minnie G. Waitt	550.00	264 State.
	4 Katie Smith	450.00	46 Meadow.
	3 Julia Hovey	550.00	74 Olive.
	2 Mary F. Cooper	450.00	504 State.
	1 Mary J. Hayes	550.00	410 State.
		\$8,300.00	

SCHOOLS.	TEACHERS.	Salaries.	Residences.
	No. Room.		
WOOSTER SCHOOL. <i>Wooster Street, cor. Wallace.</i>	RALPH H. PARK, <i>Principal</i>	\$2,000.00	Cedar Hill, F.H.
	12 Almema A. Giddings.....	650.00	40 Clark.
	11 Louisa J. Blodgett.....	550.00	168 Franklin.
	10 Julia A. Bidwell	550.00	5 Pine.
	9 Mary A. T. Connelly.....	550.00	68 Columbus.
	8 Mary J. Arnold.....	550.00	80 Meadow.
	7 Annie E. Pigott.....	500.00	132 Hamilton.
	6 Ella A. Burwell.....	550.00	140 Whalley av.
	5 Julia E. Thatcher.....	500.00	20 Chestnut.
	4 Lottie E. Smith.....	350.00	46 Meadow.
	3 S. Carrie Stow.....	350.00	29 Wooster.
	2 Carrie M. Galpin.....	450.00	14 Warren.
	1 Harriet C. Miles.....	550.00	35 Fair.
		\$8,100.00	
DWIGHT SCHOOL. <i>Martin Street, cor. Gill.</i>	LEVERETT L. CAMP, <i>Principal</i>	\$2,000.00	595 Chapel.
	12 Julia M. Edwards.....	650.00	595 Chapel.
	11 Emma S. Bernard.....	600.00	595 Chapel.
	10 E. Justine Carrington.....	500.00	125 Dwight.
	9 Emma J. Gordon.....	450.00	111 Grove.
	8 Harriet E. Judson.....	550.00	66 Howe.
	7 Emma E. Lincoln.....	550.00	57 Martin.
	6 Charlotte Hills.....	500.00	6 Dow.
	5 Lizzie V. Southworth.....	500.00	10 Sylvan av.
	4 Jessie Craig	450.00	14 Univ. Place.
	3 Mary A. Daggett.....	350.00	128 York.
	2 Lucia E. Foster.....	400.00	58 Whalley Av.
	1 Joanna W. Bradley.....	550.00	6 Dow.
		\$8,050.00	
SKINNER SCHOOL. <i>State Street, cor. Summer.</i>	HENRY C. DAVIS, <i>Principal</i>	\$2,000.00	12 Eld.
	12 Abbie Woodward.....	650.00	155 Temple.
	11 Mary J. Curtis.....	550.00	16 Howard.
	10 Anna Harmount.....	550.00	16 William.
	9 Sarah A. Mallory.....	500.00	5 Home Place.
	8 Ella J. Bronson.....	500.00	502 State.
	7 Ann E. Loper.....	500.00	58 Bradley.
	6 Mary E. Dallaher.....	450.00	40 Bradley.
	5 Ellen L. Maguire.....	450.00	274 Hamilton
	4 Emma N. Crabtree.....	400.00	20 Clark.
	3 Fannie I. Bunce.....	350.00	Fair Haven.
	2 F. Elaine Terry.....	400.00	49 Collis.
	1 Addie P. Burdett.....	550.00	10 Eld.
		\$7,850.00	
Branches of SKINNER School, State St.	1 Margaret T. Bryden.....	\$400.00	25 Humphrey.
	2 Mary E. Hall.....	400.00	83 Grand.
		\$800.00	

SCHOOLS.	TEACHERS.	Salaries.	Residences.
	No. Room.		
HOWARD AVENUE SCHOOL.	GEORGE R. BURTON, <i>Principal</i> ...	\$2,000.00	104 Ward.
	12 Emily E. Warner.....	650.00	20 Portsea.
	11 Ruth McBride.....	550.00	19 Park.
Cor. Putnam.	10 Hattie A. Pond.....	500.00	156 Chapel.
	9 Heppie E. Goodrich.....	450.00	141 Church.
	8 Fannie C. Hull.....	500.00	10 Howard Av.
	7 Julia Catlin.....	500.00	73 Washington.
	6 Catherine C. Jones.....	550.00	29 Columbus.
	5 Sara A. Fowler.....	450.00	198 Whalley av.
	4 Ella J. Reilly.....	350.00	3 Cedar.
	8 Hannah M. Chamberlin.....	450.00	45 Park.
	2 Emily W. Maltby.....	450.00	56 Greene.
	1 Mary F. Blakeman.....	550.00	71 Meadow.
		\$7,950.00	
Branches of Howard Av. School.	Jennie E. Minor.....	350.00	110 Liberty.
	Fannie E. McLaughlin.....	200.00	313 Water.
		\$550.00	
HAMILTON STREET SCHOOL.	S. M. AGNES WALCH, <i>Principal</i> ...	\$700.00	88 Chapel.
	9 " Helena Chorlton.....	550.00	88 "
	9 " Clementine Kenny.....	400.00	88 "
Between Hamilton and Wallace Sta.	8 " Rita Shea.....	550.00	88 "
	7 " Borromeo O'Hare.....	500.00	88 "
	6 " Silveria Flynn.....	500.00	88 "
	5 " Celestine Wall.....	500.00	88 "
	4 " Cornelia Clinton.....	450.00	88 "
	8 " Arsenius Caden.....	450.00	88 "
	2 " Ambrosia Coonan.....	450.00	88 "
	1 " Cyril Welch.....	550.00	88 "
		\$5,600.00	
DIXWELL AVENUE SCHOOL.	SARAH E. HUGHES, <i>Principal</i> ...	\$700.00	East Haven.
	7 Fannie T. Munson.....	350.00	27 Mansfield.
	6 Emily E. Ruckoldt.....	500.00	68 High.
	5 Annie G. Kennedy.....	450.00	156 York.
	4 Sarah S. Benham.....	400.00	26 College.
	3 Nellie C. Peck.....	400.00	141 York.
	2 Fannie I. Baldwin.....	500.00	10 Univ. Place.
	1 Mattie M. Dudley.....	350.00	118 Whalley av
		\$3,650.00	
SOUTH STREET SCHOOL.	6 LUCY A. F. PINNEY, <i>Principal</i> ...	\$700.00	198 George.
	5 Rebecca P. Arnold.....	350.00	30 Meadow.
	4 Jennie E. Barber.....	500.00	19 Park.
	3 Lizzie M. Healy.....	500.00	16 Factory.
	2 Edwa A. Morgan.....	350.00	14 Park.
	1 Catharine J. Herrity.....	550.00	70 Congress av.
		\$2,950.00	
GOFFE STREET SCHOOL.	J. HENRY ROOT, <i>Principal</i>	\$1,800.00	532 Chapel.
	2 Abbie M. Gregory.....	550.00	10 Univ. Place.
	2 Emma A. Haff.....	500.00	532 Chapel.
Cor. Sperry.	1 Cornelia A. Benton.....	550.00	524 Chapel.
		\$3,400.00	
DIVISION STREET SCHOOL.	2 Abbie H. Bodfish.....	\$500.00	130 Dwight.
	1 Fannie Bryant.....	450.00	163 York.
		\$950.00	

SCHOOLS.	TEACHERS.	Salaries.	Residences.
WASHINGTON TRAINING SCHOOL. <i>Cedar Street, near Washington.</i>	No. Room.		
	CORNELIA A. WALKER, <i>Principal</i>	\$1,500.00	1 Poplar, F. H.
	8 Ella D. Parmelee.....	200.00	7 Cedar.
	Bessie S. Collins.....	200.00	12 Whiting.
	7 E. Josie Cargill.....	200.00	200 George.
	Fannie A. Butler.....	200.00	22 Prince.
	6 Elizabeth S. Hunter.....	200.00	38 Asylum.
	5 Maggie Baird.....	200.00	62 Liberty.
	4 Sarah D. Wolcott.....	200.00	65 Sylvan av.
	3 Laura T. Cannon.....	200.00	238 Water.
	Alice S. Gillette.....	200.00	15 Columbus.
	2 Gertrude L. Cooper.....	200.00	121 Day.
	1 Martha May.....	200.00	19 Park.
	Isabella C. Gillespie.....	200.00	Center, W. H.
		\$3,900.00	
FAIR STREET TRAINING SCHOOL.	CLARISSA B. WILLIAMS, <i>Principal</i>	\$800.00	
	4 Flora E. Loper.....	200.00	58 Bradley.
	3 Sarah E. Thatcher.....	200.00	20 Chestnut.
	Eva Griffin.....	200.00	34 Cherry.
	2 Susie Sheridan.....	200.00	291 Central Av.
	Mary Leary.....	200.00	181 Hamilton.
	1 Nettie L. Leonard.....	200.00	16 Lyon.
		\$2,000.00	
ELM ST. SCHOOL. <i>Cor. Beers.</i>	2 Cornelia Sargeant.....	\$500.00	348 Elm.
	1 Emma C. Judd.....	400.00	30 Martin.
		\$900.00	
CHERRY STREET SCHOOL.	2 Hermann Trisch.....	\$800.00	48 St. John.
	1 Angennette T. Marchal.....	400.00	300 Grand.
		\$1,200.00	
WHITING STREET SCHOOL.	Marietta Wildman.....	\$500.00	21 Clark.
	Emily A. Wildman.....	500.00	21 Clark.
		\$1,000.00	
CITY PT. SCHOOL. <i>Teacher of Drawing</i> <i>Teacher of Vocal Music.</i>	M. L. Livingston.....	\$350.00	35 Chatham.
	Louis Bail.....	\$1,000.00	43 Park.
	B. Jepson.....	\$1,800.00	20 Grove.

JANITORS APPOINTED FOR 1870-71.

		Salaries	
Eaton School.....	Nehemiah Bristol.....	\$500.00	350 Franklin.
Webster School.....	John M. Mattingly.....	500.00	6 College.
Dwight School.....	George W. Judd.....	500.00	66 Martin.
Wooster School.....	David Sturgis.....	500.00	94 Wallace.
Skinner School.....	Henry S. Loper.....	500.00	68 Bradley.
Howard Ave. School.....	James O'Brien.....	500.00	345 Water.
Hamilton School.....	Patrick Hall.....	450.00	88 Grand.
Washington School.....	Henry W. Blakeslee.....	875.00	77 Washington.
High School.....	Thomas W. Beecher.....	800.00	29 Washington.
Dixwell School.....	John W. Munson.....	800.00	100 Webster.
South Street School.....	Isaac Martin.....	800.00	87 Olive.
Fair " ".....	" ".....	900.00	87 " "
Goffe " ".....	Warner Smith.....	150.00	107 Webster.
Small Schools, Evening Schools, and Office, estimate.....		335.00	

\$5,440.00

School Calendar for 1870-71.

1870.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	1871.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
Sept. . . .	4	5	6	7	8	9	10	March. . .	5	6	7	8	9	10	11
	11	12	13	14	15	16	17		12	13	14	15	16	17	18
	18	19	20	21	22	23	24		19	20	21	22	23	24	25
	25	26	27	28	29	30	..		26	27	28	29	30	31	..
Oct. . . . .	..	..	..	..	..	..	1	April. . .	..	..	..	..	..	..	1
	2	3	4	5	6	7	8		2	3	4	5	6	7	8
	9	10	11	12	13	14	15		9	10	11	12	13	14	15
	16	17	18	19	20	21	22		16	17	18	19	20	21	22
	23	24	25	26	27	28	29		23	24	25	26	27	28	29
	30	31	..	..	..	..	..	May. . . .	30	..	..	..	..	..	..
Nov. . . . .	..	..	1	2	3	4	5		..	1	2	3	4	5	6
	6	7	8	9	10	11	12		7	8	9	10	11	12	13
	13	14	15	16	17	18	19		14	15	16	17	18	19	20
	20	21	22	23	24	25	26		21	22	23	24	25	26	27
	27	28	29	30	..	..	..		28	29	30	31	..	..	..
Dec. . . . .	..	..	..	..	1	2	3	June. . . .	..	..	..	..	1	2	3
	4	5	6	7	8	9	10		4	5	6	7	8	9	10
	11	12	13	14	15	16	17		11	12	13	14	15	16	17
	18	19	20	21	22	23	24		18	19	20	21	22	23	24
	25	26	27	28	29	30	31		25	26	27	28	29	30	..
Jan.	1	2	3	4	5	6	7	July. . . . .	..	..	..	..	..	..	1
	8	9	10	11	12	13	14		2	3	4	5	6	7	8
	15	16	17	18	19	20	21		9	10	11	12	13	14	15
	22	23	24	25	26	27	28		16	17	18	19	20	21	22
	29	30	31	..	..	..	..		23	24	25	26	27	28	29
Feb. . . . .	..	..	..	1	2	3	4	Aug.	30	31	..	..	..	..	..
	5	6	7	8	9	10	11		..	..	1	2	3	4	5
	12	13	14	15	16	17	18		6	7	8	9	10	11	12
	19	20	21	22	23	24	25		13	14	15	16	17	18	19
	26	27	28	..	..	..	..		20	21	22	23	24	25	26
	..	..	..	..	..	..	..		27	28	29	30	31	..	..

The Fall Term begins Thursday, September 1; ends Dec. 23. 15 Weeks, 3 days.
 " Winter Term begins Tuesday, January 3; ends April 21. 15 " 8 "
 " Summer " " Tuesday, May 2; ends June 30. 8 " 4 "

Number of School Weeks in the Year, 40.

NOTE.—Days of Vacation are those printed in prominent figures. Thanksgiving Vacation may come a week earlier or later.

Annual State Fast (Good Friday) April 7th.

State Teachers Association, one day in October.

*For Charles Smith.
With compliments of*

236223

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

New Haven City School District,

For the Year ending Sept. 1, 1871.



NEW HAVEN:

PRINTED BY TUTTLE, MOREHOUSE AND TAYLOR.

1871.

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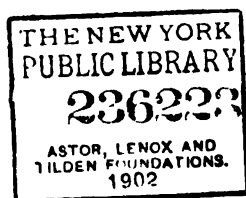


NEW HAVEN:

PRINTED BY TUTTLE, MOREHOUSE AND TAYLOR.

1871.

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SCHOOL OFFICERS, 1870-71.

BOARD OF EDUCATION:

LUCIEN W. SPERRY, PRESIDENT.

	Term expires
HARMANUS M. WELCH,	1871
MAIER ZUNDER,	1871
SAMUEL E. MERWIN,	1871
AMOS F. BARNES,	1871
CHARLES ATWATER,	1872
WILLIAM B. PARDEE,	1872
LUCIEN W. SPERRY,	1873
JOHN E. EARLE,	1873
PATRICK MAHER,	1873

COMMITTEE ON FINANCE.

CHARLES ATWATER, HARMANUS M. WELCH,
MAIER ZUNDER.

COMMITTEE ON SCHOOLS.

JOHN E. EARLE, LUCIEN W. SPERRY,
SAMUEL E. MERWIN.

COMMITTEE ON SCHOOL BUILDINGS.

WILLIAM B. PARDEE, PATRICK MAHER,
AMOS F. BARNES.

SUPERINTENDENT,
ARIEL PARISH.

SECRETARY,
HORACE DAY.

TREASURER,
HARMANUS M. WELCH,

COLLECTOR,
WALTER OSBORN.

AUDITORS,

JOHN W. MANSFIELD,

RICHARD F. LYON.

REPORT

OF THE

BOARD OF EDUCATION.

TO THE NEW HAVEN CITY SCHOOL DISTRICT:

The Board of Education respectfully present for the consideration of the District, the following report of their doings for the past year.

In addition to their regular duties, their attention has been specially directed to the following subjects:

1. The erection of new school-houses.
2. The method of preventing truancy and irregular attendance.
3. The union of Fair Haven to the City School District.
4. The revision of the rules and regulations governing the Board and the schools.

Since the publication of the last Annual Report, the Edwards st. school-house for young children has been completed at a cost, including ground and furniture, of about sixteen thousand dollars, with seatings for two hundred and twenty-four scholars, and has been occupied since November last by pupils in the Skinner sub-district, who previous to this time were without school accommodations. Another primary school-house of similar size and construction with that on Edwards st., has just been completed on the corner of Oak and Greenwood streets, in the western part of the District, at a cost, including the lot on which it stands and the furniture, of less than sixteen thousand dollars. Both the Dwight and the Webster Schools are now relieved of demands for seatings which neither of them has been able for some time to furnish. Each of these buildings has been so constructed, that whenever the increase

of pupils may make it necessary, another story can easily be added.

One hundred additional seatings have been supplied in the Wooster sub-district, by finishing and furnishing the third story of the Fair st. School. The Board have directed that the pupils in the ungraded school in Whiting st. shall hereafter occupy these rooms, and the Whiting st. School be reserved for the exclusive use of larger boys who are irregular in their attendance, whether such irregularity proceed from truancy, from the carelessness of parents or from necessity.

The Board have also in view the immediate erection of a two story building at Newhallville, on the corner of Sheldon avenue and Division st., for the ultimate accommodation of four hundred and fifty scholars, but leaving the upper story unfinished for the present. An appropriation of \$15,000 was made for this purpose by the District in May last, and though the building has been temporarily delayed by the want of established street lines on Division st., and by some irregularities in its present lay-out, it is expected that the school-house will be completed ready for occupancy during the coming winter.

At the annual meeting, a year ago, an appropriation of fifty thousand dollars was made by the District for a Central or High School building on the corner of Orange and Wall streets, with the understanding that the old building would be incorporated into the new structure. With the view of securing as perfect accommodation as possible for our most advanced scholars, the Chairman of the Committee on School Buildings and the Secretary were requested to visit a number of the best constructed school-houses in New England, and report to the Board. After the report was made, the Board, acting under the advice of some of our best builders, came to the reluctant conclusion, that it was impracticable to unite the preservation of the old Lancastrian school-house with such an edifice as the best interests of the school and the general sentiment of the District seemed to require. At a special meeting of the District held in May, a further appropriation of \$50,000 was made, which was designed to cover the cost of a building which should be entirely new.

The plans and specifications of the architect were submitted in July last to the competition of builders, and the award made to the lowest bidders for the mason and joiner work and for furnace heating, at the aggregate cost of nearly eighty-six thousand dollars, not including the trimmings of doors and windows, gas fixtures, grading, paving, fencing, architect's plans, superintendence, clock, and other details. It may be proper to say that the Board do not intend that the entire cost of the building, when finished, ready for occupancy, shall exceed the amount appropriated by the District.

The necessity for this large addition to our school buildings has resulted from two causes,—the unexampled increase of our school population, and the enforcement of the laws against truancy and vagrancy. Previous to last year, the increase of children of school age, as ascertained by the annual school census, has usually been less than two hundred. The increase during the year terminating in January last, was found to be five hundred and forty-one. While this fact is most gratifying as illustrating the growth of the city, it has necessarily obliged the Board to call upon the District for increased expenditure to meet the pressing demand for additional seatings.

Should this rate of increase continue, a new school-house, of the capacity of one of our largest grammar schools, or its equivalent in smaller buildings, will be needed every year, to keep pace with the growth of the school population. The necessity for more school-room has been further increased by the rigorous enforcement of the laws against truancy and vagrancy. It has become more and more apparent of late years, that the number of habitual or occasional truants was increasing, and that much of this truancy was owing to the connivance or indifference of parents. The Annual Report of last year stated the number of truants to be three hundred and fifty, or more than one in twenty of the entire membership of the schools. An evil so serious and of such magnitude called for immediate attention, and the executive officers of the Board were requested to investigate the subject and suggest the proper remedy. The following preliminary report, made early in the year, indicates the general principles upon which the Board have acted in their efforts to remedy the evil.

Report on Truancy.—"The following suggestions are presented to the Board, not so much as embodying a matured plan for the prevention of truancy and vagrancy, as indicating certain leading facts which must be distinctly recognized in any judicious plan designed to remedy the existing evil.

The duties of a Board of Education are obviously not limited to those who are actually pupils in our public schools. These may be well taught, and on the best system, but if there is any considerable number in the community, of school age, who are habitually or occasionally truants, or who are excluded from the schools for misconduct, or who are, or who think they are, obliged by their necessities to be more irregular than our school rules allow, it becomes the duty of the Board, not only to make special provision for the proper instruction of these delinquents, but also to make such representations as may be necessary to those in whom the legal authority is vested to do whatever else ought to be done, but which the Board of Education cannot legally do. Thus, the Board of Education, strictly speaking, has, by statute, no punitive authority whatever beyond expulsion for the current session. So careful has been the entire legislation of the State not to confound the obligations of the Board of Education with the obligations of the magistrate and the policeman, that the recent legislation respecting truants and truancy confides the enforcement of the law to the police and the regular courts exclusively. The responsibility of the Board is discharged whenever adequate provision is made for the instruction of all, whether their attendance is voluntary or compulsory. The responsibility of the civil authority is only discharged when every provision is made that is necessary to enforce this instruction upon those who, without the law's interference, would neglect to profit by it.

Thus the Board may regard a home for vagrants as indispensable to their proper instruction. But the Board cannot vote a dollar to provide such a home, nor the value of a loaf of bread or a pound of meat to feed its inmates. The Board has no legal authority to establish a place even of temporary restraint for boys who have entered upon the road to ruin, though such restraint may be their only salvation.

The Board may represent, it may suggest, it may advise, it may urge, but it cannot legally enforce. Yet the leading respon-

sibility to see that whatever is necessary to prevent any and all classes of children from growing up in ignorance and vice rests upon the Board, for the Board can alone know in detail what stands in the way of the work they are specially appointed to do.

The City, the Town, the Courts must also do what the law of the State imposes upon each, but does not entrust to the Board of Education. In this state of things the Board can and should state distinctly and definitely to the town and city authorities what coöperation on their part is necessary to enable the schools to do what is expected of them, but which they can not do without such coöperation.

What, then, is necessary to make our schools what they should be, so far as neglected and vicious children are concerned? It will help us to answer this question intelligently if we classify the children to whom this paper has reference. But before doing so, it seems proper to call the attention of the Board to a practical difficulty that is certain to present itself whenever the general discipline of our schools is under consideration. And this difficulty lies just here, and though abstract in form and apparently remote in application, yet it is the occasion of much trouble and sometimes of intentional misrepresentation.

One theory then of our Public Schools is, that they are specially and emphatically designed for the benefit of those who would otherwise grow up ignorant and vicious. This theory, practically acted upon, makes the teacher earnest in his endeavors to benefit the neglected and reclaim the wayward. He feels that in so doing, he is discharging one of the highest functions of the teacher and rendering one of the most useful services to society. The other theory is, that the good of the great body of children is chiefly to be consulted, and that everything that detracts from the general good repute and respectability of the school should be removed, so that even fastidious parents may find nothing of which to complain. Both theories are advocated, and often unconsciously by the same parties when they have different objects in view. Without going into details respecting the practical conflict between these two theories, the Superintendent and Secretary are cordially agreed in expressing their conviction, that any plan which tends to

beget an impression that the opening of a special school for the neglected and the unruly, is designed in any measure to make our teachers less forbearing and considerate to the more unfortunate classes of the community, will prove disastrous to our schools and fatal to the confidence now reposed in their management by the rich and the poor alike.

The children then to whom these enquiries are limited, may be classified as follows:

Neglected children who are not vicious. They go to school occasionally and stay away occasionally. They have every variety of excuse to offer for their multitudinous absences; they get little good, and annoy their teachers by lowering the standard of attendance and by delaying the progress of instruction. The particular school would doubtless be better if such children were cut off for their irregularity. But how would it be for the children when they become grown men and women, and how would it be for the community to have all such children dismissed from the public schools? Would it be any better to transfer all this class of children, amounting in the aggregate to a large number, to special schools? How long before our schools would become odious to a large portion of the community as being class schools? It is here that many of our best teachers render great, but often unappreciated and always unrequited service to the District by their conscientious exertions, through interviews with parents, by frequent visits to the homes of the children, and by cultivating the personal affection and good will of their pupils, to reduce the evil of irregular attendance to a minimum. We must go very low down in human degradation before we find parents who do not appreciate and feel very grateful for such considerate kindness or who refuse to coöperate with such teachers. There is no axiom applicable to school problems more worthy to be acted upon than the axiom that to secure parental coöperation whenever it is possible is the first duty of all who are entrusted with authority in our public schools.

But there is a class of vicious or extremely destitute parents from whom little coöperation can be expected. What shall be done with their children? They go to the regular schools only to be turned out. It is the parents who are chiefly in fault,

but the Board is not a court to punish negligent parents. The police can arrest and punish both parents and children if they contravene the law. But the Board can only make special schools for these special cases. We are not without experience of schools of this kind. The school now in Whiting street was formerly a school exclusively of this character. The efficient coöperation of Mrs. Wm. Fitch, Miss North, and other ladies in the way of daily instruction in sewing, in visiting the children in their homes, in providing them with clothing, etc., has so modified the character of the children around the head of the wharf that a large majority of these now in the school are as unexceptionable in their attendance and conduct as children elsewhere. Yet without the efficient, hard working coöperation of these ladies for many years, these children would have grown up in idleness, ignorance and vice. We are not now prepared to say how considerable provision should be made for this class of children. The minimum obviously, and not the maximum, should be the rule; and every encouragement and inducement should in addition be held out to the negligent or faulty child so to behave as speedily to be promoted or restored to our regular schools.

In addition to children of this description, we have another and more dangerous class with whom to deal, and a class for which the Board now make no special provision—the class of vagrant and truant children. The rules of the Board provide that any pupil guilty of certain offences may be suspended, and the incorrigible be expelled. But when they are suspended or expelled, no provision is made for their reformation, because the Board has no authority to expend a dollar of the public money in making such provision. The truant act of 1869 implies the existence of some place of constraint in cities for the reception of truant and idle children by providing for their commitment to some institution of correction or house of reformation. But we have no institution of this kind in New Haven, greatly as it is needed. It is the reform school at Meriden, or it is nothing. Most cities of the population of New Haven possess reformatory institutions, and those who are most familiar with the condition of our neglected juvenile population, know how great is our need of a House of Cor-

rection. If instead of suspending a boy for repeated truancy, or gross misconduct, he could be arrested and temporarily confined in some well managed institution provided for boys who are in great danger of being ruined, or whose criminal offences are of a less aggravated character, we should have an institution that would exactly meet our necessities. We suffer for want of an appropriate place to which to send bad boys who are not bad enough at present to be sent to Meriden. The officers of the law would probably be very reluctant to send to the Reform School a boy whose offences were the use of profane or indecent language, occasional truancy, or who resisted his teacher when being punished, or who cut his desk or marked the school fence, or wrote indecent words on the walls of the school-house; yet, for these offences, he is liable to suspension, and when suspended only makes an addition to the gang of roving, idle, mischievous boys out of whom in time come the chief recruits to the criminal classes of society. The idea of depriving a boy of the opportunity for instruction because his behavior is bad, is not unlike shutting a man out of a house of religious worship because he is a liar, or dishonest, or profane. To turn a boy out of school for being bad, and then punish him for being out, hardly seems to be even-handed justice. To transfer a boy as a punishment from a regular to a special school till he can do better, encouraging him with the hope of prompt restoration if he deserves it, and threatening him with the disgrace and restraint of a school where attendance is compulsory if he does not reform, to be followed up by sending him to the Reform School when everything else has failed, involves no departure from a principle, but on the contrary is the only arrangement that fully carries out the principle that in a free State no child, whatever his conduct or his character, has the right to grow up in ignorance; that the school is a necessity both for him and for society, and that his conduct voluntarily or by constraint must be such that he profit by it. Practically, the chief benefit of such an institution would be found in deterring from the commission of serious school offences rather than in punishing them. The great majority of school offenders would be restrained by the knowledge that the truant, the vagrant, the incorrigible, would be sure to go there.

We need, then, in accordance with these views—

1st. A school to which scholars exceptionable in their conduct or attendance can be sent and qualified as speedily as possible to return to the regular schools.

2d. The efficient coöperation of trustworthy police officers, under direction of the Police Commissioners, to whom the names of children guilty of misdemeanors of which the law takes cognizance, can be sent.

3d. A place for the detention of ungovernable boys, habitual truants, and confirmed vagrants, to be provided by the town."

In further prosecution of the design of the Board to break up truancy, a Committee consisting of the President, Mr. Welch, Mr. Atwater and the Secretary were appointed to confer with the Town authorities, with the view of securing entire harmony of action between all parties on whom rests the legal responsibility of preventing truancy and vagrancy. A special committee was also appointed, to visit the truant schools of Springfield and Worcester, who presented the following report as embodying the result of their inquiries and observations.

"Report on Truant Schools.—The Committee appointed to visit the truant schools in Springfield and Worcester, present the following statement of facts, together with their views of the conclusions to which these facts lead.

1. The population of Springfield is about 27,000, and that of Worcester about 41,000.

2. Each city has had a truant school in operation for three or four years.

3. In both cities the school is an appendage to the poor house.

4. The present number of truants in restraint at Springfield is 23; the largest number they can accommodate is 30. The School Board is now applying to the city authorities for more room and better accommodations.

The present number of truants and vagrants at Worcester is nine, not including two who had just escaped.

5. The ages at Springfield varied from seven to fourteen; more than half were under ten.

At Worcester only one was under ten, none over thirteen.

6. Truants are sentenced by the police judge, at Springfield usually for a year, at Worcester for six months.

7. The truant building at Springfield is an old dwelling, apparently 17 feet by 32 or 34. The entire lower story is occupied by the school room, the entire upper by the lodging room, with two rows of bunks, 5 in each row, and three bunks high. It has passage ways in common with the parts of the building used by paupers. The truant building at Worcester is of brick. The sleeping room is on the lower floor, with single iron bedsteads for the truants, and iron bars to all the windows. The entire building was a model of poor house neatness and comfort. The nine boys under restraint were instructed in a small adjacent room. As at Springfield, the passage ways of the house were used in common by the paupers and the truants.

8. In both cities, the chief work done by the truants were the domestic chores of such an establishment.

9. The instruction in both places was given by women, who thought the schools no more difficult to manage than the average of country schools.

10. The general appearance of the boys was in no way marked, and gave no indication of a tendency to crime.

11. Cases in which truants have decent homes and reasonably good parents are unknown at Springfield, and with two exceptions, unknown at Worcester. Either the father or the mother, or both, were represented to us as making the necessity for a truant school.

12. Both at Worcester and Springfield, the boys are locked at night into their single sleeping room, without any person to oversee them.

13. All parties whom we consulted agreed that the enforcement of the truant laws prevented 50 per cent. of truancy.

14. The keepers of the Town Farm at Springfield and at Worcester, were not sanguine as to the good done to the boys themselves by being there. They thought that once committed, they should be kept under restraint till old enough to learn a trade; otherwise they would go back to their neglected homes, and sooner or later return to their old habits of truancy and vagrancy. The Superintendent of Schools in Worcester thought a system of credits should be established, so that a boy could

earn the right to be discharged previous to the expiration of his sentence. In Springfield, when application is made for the release of a boy, his conduct is taken into account. In some cases, where the presumption is that the parents can and will take care of a boy, he is released before the expiration of his sentence. Two cases were mentioned where children of intemperate parents were discharged in consequence of the reformation of the parents.

15. To the frequent enquiry whether these truant schools were established and conducted mainly for the protection of society and only incidentally for the instruction and reformation of the truant, or chiefly for the instruction and reformation of the truant and only incidentally for the protection of society, we failed to receive from any parties satisfactory answers. Practically the administration of the truant laws, while directed in both cities primarily to the prevention of truancy, seemed in Springfield to consult rather the general welfare of society than the benefit of the individual truant, while in Worcester the disposition to look more particularly to the benefit of the truant was apparent.

16. The process by which a boy reaches the truant school is substantially alike in both cities.

Cases of truancy are reported by the teacher to the school officer appointed for that purpose. For the first offense they and their parents are warned. For the second or third offense they are remanded either to their own school or to a special ungraded school. If the boy is in a grade with which, in spite of occasional truancy, he can keep up, he is remanded there, but as being under watch and special discipline; otherwise he is sent to the ungraded school. Each town has a single ungraded school, limited in number and under the care of a single teacher, but in connection with a school which has a male Principal. Children who cannot attend regularly are sent here, and also truants, of all ages from 6 to 15. In addition to these, ungovernable boys are occasionally sent to the same school. In Springfield the number of irregular children was about the same as the number of truants and otherwise badly behaved children. Thus far the discipline of the schools is entirely in the hands of the Board of Education. But if boys are still truant, they are

brought before the Police Judge, who sentences them, if he thinks proper, to the truant school, ordinarily for one year in Springfield, and for six months in Worcester.

17. When received at the Truant Farm, they seem to be kindly treated and fairly instructed. Their general condition does not greatly differ from that of pauper boys now in our own alms house, except that regular school instruction is provided them, and they are subject to the restraint imposed upon minor criminals.

18. The cost of boarding and clothing these truants varies from \$3 to \$3.50 per week.

19. The keepers of the Poor Houses in both places were urgent in their remonstrances against having the truant-school connected with the poor house. Among the paupers are lunatics and other persons whose influence over children is bad. These children ought not to be brought into contact with such persons, especially as this class of children are peculiarly apt in picking up everything they ought not to hear.

20. In Massachusetts the law obliges every parent to send his children, under 12 years of age, to school somewhere for six months in the year, and from 12 to 15 years of age for three months, under a penalty of \$20.00. If a boy with well-to-do parents is in danger of being sent up, he is removed to a private and pay school where truancy is not so easily got at.

The conclusion to which we have been led by our inquiries are these.

1. The great end to be accomplished by a truant school is the reduction of truancy and vagrancy to a minimum through fear of arrest and punishment.

2. One or more sensibly managed ungraded schools to which children who are irregular from necessity or from occasional truancy, or who are quite young and yet unmanageable, can be sent, is a first necessity.

3. The coöperation of the police, as alone having authority to make arrests, is necessary to carry out the principle that no parent has the right to allow his child to grow up in ignorance.

4. The entire efficiency of any plan to stop truancy and vagrancy and to secure a fair education to the most neglected, makes necessary some arrangement where there shall be con-

finement for a longer or shorter period. How long this period should be and whether its duration should be determined solely by the behavior of each particular boy or by the aggregate effect of longer or shorter periods of confinement upon truant boys generally, or by still more remote considerations connected with the general welfare of the community are questions which are still unsettled.

5. All that is needed in New Haven to enable us at once to carry out all that is done in Worcester or Springfield is the provision of some place of restraint to which unruly and truant boys can be sent. But your Committee would prefer to have no truant school whatever rather than to have one permanently established as part and parcel of the poor house."

JOHN E. EARLE, }
MAIER ZUNDER, } *Committee.*
HORACE DAY, }

The following report from a special committee gives the outlines of the plan which has been unanimously adopted by the Board.

"TRUANCY AND VAGRANCY IN NEW HAVEN.

"The Committee on Truancy and Vagrancy present the following statement and accompanying resolutions as embodying the result of their inquiries :

They find the chief obstacle to an efficient enforcement of the laws against school truancy and vagrancy to lie in the peculiar character of our school system. Connecticut is the only State in the Union in which the School District is a body corporate. In other States the management of the schools is regarded as one branch of the general municipal government of the town or city, where the same authority that builds the school-houses and pays the teachers, also provides the House of Correction and directs the police. But in Connecticut the authority of the town, the city and the district in respect to children is a definite, limited authority given to each by law. Beyond this authority neither town, city nor district can go without going illegally. If the legislation of the State is defective or contradictory, or even implies a responsibility where no commensurate authority

is given, the remedy lies in seeking a more harmonious legislation rather than in assuming powers, the exercise of which is manifestly illegal.

The uniform policy of the State from its first foundation has been to protect every child in his right to at least a decent education, and also to protect itself against the evils that would result to a people any considerable portion of whom were wholly uneducated. To secure these ends, different statute obligations have been imposed, 1st, upon parents and employers; 2d, upon Boards of Education; 3d, upon towns and town officers; and 4th, upon the officers of cities.

LEGAL DUTIES OF PARENTS AND EMPLOYERS.

The rights of children and of the State are alike protected,

1st. By a law which makes it the duty of parents and those who have the care of children to instruct them or cause them to be instructed in reading, writing, English grammar, geography and the elements of arithmetic.

2d. By a law which makes it the duty of all proprietors of manufacturing establishments to see that all persons in their employment, under 21 years of age, are instructed at least in reading, writing and the elements of arithmetic, and

3d. By a law which prohibits the employment of any child under fourteen years of age, in any kind of business whatever, who has not attended for at least three months in each year some public or private day school in which instruction is given in reading, spelling, writing, English grammar, geography and arithmetic.

DUTIES OF BOARDS OF EDUCATION.

The legal duties of Boards of Education are:

1st. The exercise of general advisory powers as to the interests of public school education.

2d. The entire discipline and management of the public schools.

3d. Suspension during pleasure or expulsion from school during the current session of children that are incorrigible.

4th. Personally, or by a committee, to examine annually or oftener into the situation of children employed in manufactur-

ing establishments and report all violations of the law to some informing officer.

DUTIES OF TOWNS AND THEIR OFFICERS.

It is made by statute the duty of the town :

1st. To make provision concerning habitual truants and vagrants between the ages of seven and sixteen.

2d. To make by-laws respecting such truants and vagrants, which by-laws must first be approved by the Superior Court. The penalty for breach of these by-laws being either a fine not exceeding twenty dollars or committal to a House of Reformation for a period not exceeding two years. The town or city, at their annual meetings, or the mayor and aldermen, are required by law to appoint three or more persons who are alone authorized to prosecute for violation of these by-laws.

3d. It is the duty of the selectmen if they find any who neglect the education of the children under their care to admonish them, and if they continue to be negligent, whereby the children grow rude, stubborn and unruly, then with the advice of a justice of the peace to take them from their parents and bind them out to some proper person, or to some charitable institution or society incorporated for this purpose in this State—boys till they are twenty-one and girls till they are eighteen.

4th. Children who resist the authority of their parents or guardians may be sent by any two justices, or by the police magistrate, to the house of correction or the county jail to be kept at hard work for a period not exceeding thirty days.

5th. The civil authority and selectmen, or a committee appointed by them, constitute a Board of Visitors whose duty it is carefully to examine and report to the Superior Court any neglect of proprietors of manufacturing establishments to see that all minors in their employ know how to read and write and understand the elements of arithmetic: the penalty for such neglect being not to exceed the sum of \$100.

DUTIES OF OFFICERS OF CITIES.

1st. The police are authorized to stop any boy under seventeen years of age during school hours and ascertain, if he is a

truant or is engaged in any proper business, and if a truant, to return him to his school.

2d. The police are empowered to arrest any boy loitering about during school hours and beyond the proper control of parents or guardians.

8d. The police judge has authority to admonish the truant or vagrant for the first offence.

4th. He may for a repeated offence fine him, not to exceed thirty dollars, to be worked out in all cases if not paid, or

5th. He may send him, for having no lawful occupation, or for not going to school, or because he is growing up in idleness, vice or immorality, or because he is a truant, either to any institution of correction or House of Reformation in the town or to the State Reform school, for a period not exceeding three years.

These provisions exhaust the entire legislation of the State on the subject under enquiry, and they are perfectly adequate to meet, so far as law can meet them, every difficulty with which we are called to contend. These evils in their full magnitude may be classified as follows:

1st. Irregular attendance, arising either from necessity or carelessness.

2d. Truancy, whether proceeding from the negligence and indifference of parents or entirely the pupil's fault.

3d. Vagrancy either with or without the connivance of the parent.

4th. The employment of children under fourteen years of age who have not been at a regular day school for three months in each year.

5th. The neglect of proprietors of manufacturing establishments to see that all persons in their employment under 21 years of age have received at least an elementary education.

Mere irregularity of attendance can be provided for under the legal authority already possessed by the Board. They can, as they have done in past years, establish under special regulations ungraded schools to which pupils irregular in their attendance can be sent.

To meet the evils of truancy and vagrancy, the Board can also establish a truant school, with such rules, dictated by a

desire to reform the habits of truants, and administered with such practical good sense, that the Board, while avoiding the odium of usurping police authority, will be regarded by the community as doing all that they legally can do for the prevention of crime.

For offences that lie beyond the authority of the Board, the Police Commissioners may, as they have already indicated their willingness to do, appoint two judicious police officers whose duty it shall be to see that the law is enforced upon habitual and incorrigible vagrants, truants, and other offenders.

The committee believe that the town authorities are prepared to coöperate with the district and the city by making at once temporary provision for truants and vagrants until it is ascertained what and how extensive permanent provision is necessary to carry out the ancient and uniform policy of Connecticut that no child within its jurisdiction shall be permitted to grow up in ignorance.

In accordance with these views the committee present the following resolutions for the consideration of the Board:

Resolved, That the committee appointed to confer with the town authorities be requested to call the attention of the Police Commissioners and the Police Magistrate to the necessity of an immediate enforcement of the truant laws.

Resolved, That the Committee on Schools be directed to establish one or more ungraded schools.

Resolved, That children who cannot be well instructed in the graded schools in consequence of irregular attendance, whether resulting from necessity or otherwise, may be sent to such ungraded school or schools.

Resolved, That children whose conduct is habitually subversive of good order may, after proper admonition, be sent to such school.

Resolved, That in cases of truancy, vagrancy, and other offences, which by law are misdemeanors, the offender shall be placed on the following course of discipline, subject to such modification as the Committee on Schools may from time to time direct, viz: For the first offence, in addition to the ordinary school discipline, the name of the offender shall be given to such officer of the Board as may be appointed for the purpose,

whose duty it shall be to see the parents or guardians of the offender, make himself acquainted with the circumstances of the case, and notify them of the consequences of such conduct if persisted in.

For a repeated offence the name of the truant shall be given to the police officers, who may be appointed by the Police Commissioners to enforce the law provided for such cases.

Whenever a pupil shall prove to be incorrigible under the ordinary discipline of the schools, the police magistrate shall be notified of the same."

JOHN E. EARLE, L. W. SPERRY, S. E. MERWIN, HORACE DAY,	}	<i>Committee."</i>
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While all parties are agreed in the general principle that every child is entitled to a fair elementary education, there are intrinsic difficulties attending any theory of compulsory instruction, and a corresponding embarrassment connected with the attempt to enforce it. The relation which the authority of the State in a free government bears to the authority of the parent is far from being settled, yet this question perpetually obtrudes itself whenever the effort is made to unite compulsory instruction with the preservation of those personal and parental rights which lie at the foundation of a free government. The short and easy argument which disposes of all difficulties by saying that education is necessary to the life of a free State, and therefore the authority of the State may and must supercede the authority of the parent, is as superficial as it is short. Religion, morals, health and domestic economy are in an important sense essential to the welfare of the State: but it does not necessarily follow that the State is a competent or even a tolerable teacher of religion, or of the best system of morals, or the best methods of medical treatment, or the wisest arrangements of domestic life. Centuries of bitter experience have been needed to bring modern society to the conviction that the highest civilization is incompatible with unlimited authority in the State. While it is true that a wise and philanthropic despotism can act, and sometimes has acted with singular vigor and success in compelling religious observances, in uprooting immoralities, in enforcing

sanitary laws, and in controlling social life, it is not to be forgotten that the absolute authority which enables a wise despotism to accomplish great immediate good, is the same authority which makes it easy for a profligate and corrupt one to bring wide-spread ruin upon society.

Older than any State, and having an authority more sacred than human law can give, is the relation and authority of the parent, and no wise legislation in a free State will seek to weaken that authority, except as it is manifestly and grossly abused. That it is often so abused, especially in cities with a large floating population, is painfully evident. Every year it has become more apparent, not only that the number of habitual truants and juvenile vagrants is rapidly increasing among us, but that parents to a considerable extent are insensible to the wrong they are permitting to be inflicted upon their offspring. The plan upon which the Board has proceeded in its efforts to diminish the evil has been to secure, wherever it is practicable, the cordial coöperation of the parent in the attempt to save the offender to his parents, to himself, and to society.

In the absence of other accommodations for the purpose, a room in the upper story of the Fair Street School was prepared temporarily for boys specially needing the discipline of a truant school, and placed under the charge of a competent teacher, while the general enforcement of the rules was entrusted to the Secretary of the Board. The immediate effect of the new regulations was seen in a rapid diminution in the number of truants reported from the several schools, and in clearing the streets of young vagrants. Boys who had grown skilled in the short method of avoiding the irksomeness of school by playing truant and being immediately suspended, found that this satisfactory arrangement had come to an end. The less they were inclined to go to school the more urgent everyone seemed to have become that they should go; the army of boys who found a pleasant excitement during school hours in watching the arrival and departure of the trains, or fishing from the wharves and docks, or playing ball in the outskirts of the city, or hanging around stables, or perching upon fences near the school houses, found their liberty seriously abridged by inquisitive policemen, who put unpleasant

questions about their absence from school and insisted upon taking them to their homes or to the schools to which they belonged, or to the station house.

The humane intention of the Board to give every truant a fair chance to abandon his habit without going to the truant school, has been cordially seconded by the Principals of the several schools, in their persistent endeavors to reform truants before reporting them as incorrigible. Even when transferred to the truant school, they have been assured of a speedy restoration to the regular schools, whenever their attendance and conduct shall deserve it.

The ages of the seventy-five boys who have been sent during the year to the truant school varied from ten to sixteen years. With few exceptions, they were grossly ignorant of what boys at their age ought to know. Some of them did not know their letters, most of them could read very imperfectly, and not more than two or three knew the multiplication table. The greater part of them were found to be neglected and mischievous, rather than depraved and vicious boys. It is quite within bounds to say that more than one-half of them already give fair promise of reforming and of becoming reputable members of society. Even in those few cases where the Police Court has been obliged to take cognizance of persistent truancy and vagrancy, the complaints, with a single exception, have been made by parents. The school authorities have steadily endeavored to act in coöperation with parents, and maintain rather than weaken parental authority.

But the great problem, after all, in a community like ours, is not so much how to punish truants and vagrants as it is how to prevent constant recruits to the ranks of truants and vagrants from growing up. The chief lesson taught by the experience of the year has been that, in addition to a strict enforcement of the law against truancy and vagrancy, any plan which will certainly secure the education of all, must begin its work at a much earlier age than that at which children are fit subjects for the application of a rigid truant law. It has been gratifying to the Board in this connection to observe the indirect influence of the law in securing the more regular presence of a class of children, who, though not properly truants, were anything but

unexceptionable in their attendance. The mere apprehension of being transferred to one of the ungraded schools, not as a punishment, but because frequent absence makes it impossible for them to keep up in their studies with the rest of the class, has acted as an incentive to a better attendance. So considerable has this indirect influence been, that up to the very closing day of the school year, few unoccupied seats were to be found in most of the rooms, while the demand for seats for very young children was much beyond the ability of the Board to supply.

Previous to the year 1868 no age was fixed by law in Connecticut at which children were entitled to seats in the public schools. In that year the school age was made by statute to extend from four to sixteen. In Massachusetts, and in several other States of the Union, no child under five can claim a seat. Our own local usage, growing chiefly out of our inadequate supply of seatings, has been, not to receive pupils under five, to the exclusion of those older. While the age of five, or even six, may be sufficiently early for children who can be properly cared for at home, or whose education will be continued to adult years, it is a question whether considerable numbers would not be benefitted by going to school at four. There are children who need to be withdrawn as early and as much as possible from evil and corrupting examples at home, and to whom habits of order, attention and cleanliness, if taught at all, must be taught through the discipline of the public schools. Besides this, we have a large number of children among us who will inevitably be withdrawn from school for a good portion of the year at the earliest age they can earn even small wages, and for whose instruction such arrangements should be made as will provide the best education possible at this immature period of life.

It is entirely practicable to teach most children who enter school at four years old, to read easy lessons, to copy on the slate, and to do simple sums in addition and subtraction by the time they are seven. Few children can earn anything before they are eleven; and the four additional years between seven and eleven ought to give the very limited education which is necessary to enable a person to read with readiness, to write

legibly, and to keep his own accounts. Up to the period when a child's time has a money value, many motives act upon both child and parent, among the extremely poor, to induce a tolerably regular attendance. It is so convenient for such mothers to get rid of children for a few hours daily, that very little urgency is commonly needed to induce them to send their offspring to school. If occasional assistance could be rendered to children of poor widows and other necessitous parents by furnishing them with indispensable articles of clothing, the reproach of having grown up boys and girls in New Haven who cannot read would soon cease. In this connection it is proper to say that a number of benevolent ladies have supplied, during the year, neglected children with entire or partial suits of clothing, and that fifty dollars have recently been placed in the hands of the Secretary by Henry Hotchkiss, Esq., for the same purpose in the coming year.

The attendance of young children of this class once secured, both the pride of the parent and the wishes of the child would ordinarily be enlisted on the side of going to school. The parents would have the opportunity of seeing the improvement of their children, while the children themselves would appreciate the marked contrast between the unhappy circumstances of their own homes and the cheerful influences which center around a well ordered school.

While the possibility of what is usually called compulsory education under free institutions like ours, still remains an open question, the Board indulge the hope that the experience of another year will determine the practicability of uniting a fair education for all with the recognition of such rights in parents as seem to be essential to the existence of a State really free.

The union of Fair Haven with the City School District by the concurring votes of both districts, originated in a request in May last from the Fair Haven Board for a joint application to the Legislature to authorize the merging of the two districts into one. As they had already become part of the city, they felt that no good reason existed why they should remain separated in their school interests. They needed the benefits of the High School equally with ourselves, and their limited numbers

forbade the separate employment of a teacher of music and of drawing, or the exclusive services of a superintendent. After repeated interviews with members of the Fair Haven Board and other gentlemen interested in the matter, it was unanimously voted: "That the Board of Education of the New Haven City School District will favor an application to the Legislature for authority to unite Fair Haven to the City District, provided that the Fair Haven District will make provision for the extinguishment of its debt, and the question be left to the vote of the two districts." The Act of the General Assembly authorizing the union on these terms, and approved in June last, was accepted by both districts in the succeeding month, and Fair Haven commences the new school year as a part of our common school district. In accordance with the usage which has named each of our other grammar school buildings after some individual, conspicuous for the services he has rendered to society, the Board have given the name of WOOLSEY SCHOOL to the Fair Haven building, in recognition of the eminent service rendered to sound learning, Christian morality, and international harmony, by the late President of Yale College.

A careful revision of the rules and regulations for the government of the Board and the schools, will be found in the appendix to this report. This revision was made necessary in part by the action of the Board a year ago, in holding the Principals of the several Grammar Schools responsible for the progress of all the schools included in their respective sub-districts. As the pupils in the smaller buildings make sufficient progress in their studies they pass up to the Grammar Schools, and should then be found to have pursued such a uniform method of study, that they can be harmoniously classified with those of like attainments coming from other schools. To accomplish this end, the Principals are hereafter to be regarded as having the general management of the smaller schools. This revision was also needed to bring our rules into agreement with the recent action of the Board in respect to truancy and vagrancy. Many of the old rules terminated in the ominous phrase "shall be suspended." The Board have cut up by the roots every exercise of this power except in extreme cases, and then only by

their own direct action. The rules of the Board in respect to the election of its executive officers, have been so changed that hereafter they are to be chosen in alternate years. New Haven is understood to be the largest single district in the United States. The entire responsibility for the education of nearly eight thousand children, is intrusted to this Board. As the success of our schools is largely dependent upon the skill and efficiency of the school officers, it seems proper that the rules for their election should not be such as to leave the district at any time exposed to the hazard of being without one officer at least who is familiar with our school arrangements.

The district tax laid for the last five years has been as follows: 1866, 4 mills on the dollar; 1867, 3 m.; 1868, 3 m.; 1869, 3 m.; 1870, 2½ m. Previous to the unexpected increase of the school population as indicated in the census of January, and which makes necessary the immediate erection of a school-house in the Washington sub-district; and before Fair Haven with its wholly inadequate supply of seatings for the scholars in that sub-district was annexed to the city, the Board had confidently anticipated that a uniform tax of 2½ m. on the dollar, would meet the current expenses of each year, provide new primary school-houses as they might be needed, and liquidate in a few years the large indebtedness to be incurred in the erection of the High School. The Board are not prepared to say whether the increase in the number of children is likely to be as large the present year as the last, nor what additional expenses over the additional income from taxation in that part of the district will be needed to supply the pressing wants of Fair Haven; but under all the circumstances, they recommend that the tax be continued at 2½ mills for the present year.

The details of the expenses of the District for the year which has closed, and of the management and progress of the schools, will be found in the subjoined reports of the Committee on Finance, and the Superintendent.

With these statements and explanations, the Board respectfully submit their doings for the year to the judgment of the District.

In behalf of the Board.

LUCIEN W. SPERRY, *President.*

REPORT

OF THE

FINANCE COMMITTEE.

The Finance Committee of the Board of Education respectfully submit the following Report, including those of the Treasurer and the Secretary :

TREASURER'S REPORT.

Balance from last year's account,	\$ 16,493.39
From Walter Osborn, Collector of Taxes,	93,000.00
" Town of New Haven,	39,299.43
" State School Fund,	10,477.00
" Income Town Deposit Fund,	1,429.31
" State appropriation for Maps, Books, etc.,	340.00
" Horace Day, sundry collections,	1,060.42
Total,	<u>\$162,099.55</u>
School District Orders paid,	\$146,695.23
Balance to new account,	15,404.32
	<u>\$162,099.55</u>

NEW HAVEN, Sept. 9, 1871.

The undersigned has examined the accounts and vouchers of H. M. WELCH, Treasurer of New Haven City School District, for the past year, and finds the same correct; and there is now a balance of fifteen thousand four hundred and four $\frac{13}{100}$ dollars in his hands.

RICHARD F. LYON, *Auditor.*

SECRETARY'S REPORT.

The expenditures for the year ending September 1, 1871, are as follows, viz :

Salaries of Teachers,	\$ 89,312.32
" Janitors,	5,844.25
" Officers,	5,750.00
	<u>\$100,906.57</u>

Fuel,		\$ 3,377.20
Rent—Hamilton School,	\$ 1,000.00	
South St. School,	600.00	
Division St. School,	275.00	
State St. School, Branch No. 1,	37.50	
" " Branch No. 2,	30.00	
Broad St. School,	110.80	
		<hr/>
		\$ 2,053.30
Printing—Annual Report,	\$ 509.40	
High School Reports and other printing,	219.80	
Music and vocal examinations,	15.25	
Reports on Truancy,	14.50	
Record of attendance,	45.00	
Report blanks to Superintendent,	34.60	
Advertising,	83.25	
Approbation Cards,	10.50	
Reward " 	70.00	
Merit " 	40.50	
Absence " 	23.50	
Admission " 	9.00	
Drawing " 	16.20	
Superintendent's Circulars,	17.00	
Course of Studies,	29.26	
School Registers,	50.00	
Inventory blanks,	9.00	
Treasurer's blanks,	10.00	
Stereotyping cards,	28.00	
		<hr/>
		\$ 1,234.76
Books, Maps, Charts, etc.—High School Library,	\$ 348.03	
High School Premiums,	75.00	
Reference Books,	242.60	
School Books,	278.96	
Drawing Charts,	12.00	
Maps, Charts, etc.,	240.00	
Numeral Frames,	6.75	
Globes,	11.75	
		<hr/>
		\$ 1,210.09
Stationery—School Diaries,	\$ 84.50	
Writing paper,	151.53	
Drawing paper,	83.00	
Lead pencils for drawing,	80.90	
Slate pencils for do.,	90.50	
Sharpening pencils for do.,	156.62	
Pens,	148.24	
Pen holders,	14.24	
Ink,	53.50	
Ink stands, Ink wells and covers,	17.99	
Chalk crayons,	30.00	
Slates,	13.78	

Envelopes,	\$ 12.90	
Black-board rubbers,	36.00	
Blank books, and Stationery for Census,	10.50	
Letter Files and Binders,	10.50	
Stationery for Office,	4.20	
	<hr/>	\$ 998.90
Supplies for Janitors—Brooms,	\$ 52.27	
Floor Brushes,	73.18	
Feather and Counter Dusters,	60.35	
Mats and Matting,	55.59	
Shovels, Hods and Dust Pans,	9.77	
Baskets, Pails and Cups,	15.87	
Wheelbarrows, Ladders, etc.,	12.73	
	<hr/>	\$ 279.76
Miscellaneous Items—Annual School Meeting,	\$ 125.57	
Enumerating Children,	314.31	
Assessors' Bill for making Grand List,	512.00	
Cleaning School Houses,	407.50	
Furniture and Repairs,	690.14	
Musical Instruments and Repairs,	422.75	
Clocks and Repairs,	35.97	
Gas for Evening School and Office,	131.80	
Travel,	168.50	
Freight, Express and Errands,	19.94	
Postage,	14.30	
Insurance for three years,	2,152.18	
Auditors,	10.00	
	<hr/>	\$ 5,004.96
Repairs and Improvements—Expenses on all Furnaces and Stoves,	\$ 339.63	
High School,	\$ 104.18	
Webster School,	591.70	
Katon "	556.85	
Wooster "	232.65	
Dwight "	201.71	
Skinner "	414.54	
Washington	220.77	
Hamilton "	11.34	
Cedar St. "	53.10	
Dixwell "	51.08	
Goffe St. "	7.08	
Fair St. "	45.86	
South St. "	6.42	
Division St. "	4.45	
Carlisle St. "	6.51	
Elm St. "	12.35	
Whiting St. "	16.85	
City Point "	18.75	
Edwards St.	4.85	

State St. School,	\$ 4.80
Broad St. "	5.75
Cherry St. "	6.00
Evening Schools,	9.70
Office,	5.62
	<hr/>
	\$ 2,932.54
Ordinary expenses,	\$117,998.08

EXTRAORDINARY EXPENSES.

Payments on Edwards St. School House,	\$ 7,307.88
Furniture for do,	608.13
Assessment for extension of Gilbert St.,	34.75
Hose for Washington School,	36.80
Architects' Plans,	475.00
Oak St. School Lot,	2,800.00
Building contracts, extras and furniture for do.,	12,251.48
Furnaces for do.,	474.30
Division St. School Lot,	2,000.00
Music seats in all schools,	414.00
Sewer connection, Wooster School,	136.50
Removal of High School and fitting up of State House, ..	96.25
On contract for building stone wall, High School,	900.00
Taking down and removing High School building,	75.25
Survey of High School Lot, and frame for plan,	16.50
Third Story of Fair St. School finished and furnished, ...	616.60
Carlisle St. School fitted up and re-furnished,	293.24
Fitting up Office of Board, State House,	79.80
State Teachers' Association,	50.00
	<hr/>
	\$ 28,666.48
Total,	\$146,664.56
Total of ordinary expenses,	\$117,998.08
" extraordinary expenses,	28,666.48
Total,	<hr/>
	\$146,664.56
Ordinary expenses for the year ending Sept. 1, 1871,	\$117,998.08
" " " Sept. 1, 1870,	115,736.26
Increase,	<hr/>
	\$ 2,261.82
Extraordinary expenses for the year ending Sept. 1, 1871,	\$ 28,666.48
" " " Sept. 1, 1870,	13,736.26
Increase,	<hr/>
	\$ 14,930.22

NEW HAVEN, Sept. 11, 1871.

The undersigned has examined the bills, accounts and vouchers of HORACE DAY, Secretary of the Board of Education of New Haven City School District, for the past year, and finds the same correct.

RICHARD F. LYON, Auditor.

The ordinary expenses of the School District, for the year commencing Sept. 1, 1871, are estimated by the Committee on Finance as follows, viz :

Salaries of Teachers,	\$106,000
" Officers,	5,750
" Janitors,	7,000
Books, Stationery and Printing,	3,500
Brushes, Brooms, Rubbers, Dusters, Mats, etc.,	500
Rent of School Houses,	2,700
School Census and making Grand List,	900
Fuel,	4,500
Repairs,	3,500
Furniture,	1,000
Insurance for three years,	400
Contingencies,	1,000
	<hr/>
	\$136,750

The following real estate owned by the District is estimated at the original cost :

Webster School Lot and Building,	\$23,000
Eaton School Lot and Building,	32,000
Hillhouse School Lot,	14,000
Dwight School Lot and Building,	27,000
Dixwell School Lot and Buildings,	8,500
Washington School Lot and Building,	7,000
Whiting Street School Lot and Building,	2,000
City Point School Lot and Building,	800
Wooster School Lot and Building,	25,000
Fair Street School Lot and Building,	12,400
Skinner School Lot and Building,	44,000
Howard Avenue School Lot, Building and Furniture,	48,200
Edwards Street School Lot, Building and Furniture,	16,000
Oak Street School Lot, Building and Furniture,	15,000
Carlisle Street School Lot Building and Furniture,	1,000
Woolsey School Lot, Building and Furniture,	22,000
Lot on Division Street,	2,000
	<hr/>
	\$300,000

With the exception of bills of small amount for repairs, not yet presented, the District is free from debt.

CHAS. ATWATER, *Chairman.*

NEW HAVEN, Sept. 1, 1871.

REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

TO THE BOARD OF EDUCATION OF THE NEW HAVEN CITY
SCHOOL DISTRICT.

GENTLEMEN,—Herewith I submit this my sixth Annual Report of the Schools, and the fifteenth of the whole number since the first report was presented by the "Acting School Visitor," who, in 1857, began to perform the duties now assigned to the Superintendent of Schools.

The progress of the schools has been uninterrupted, and I venture to express my opinion that the work of the year has been very satisfactorily accomplished. Allow me to urge your attention to the following summary, and to the tables and subjects of which record is made in the appendix, as containing the most important information in my power to present. You may there find the record of each room, its relative condition as compared with others, and a summation of the work of each school ; also, the totals of all the schools in the district. What I may say additional will be but little more than explanatory statements in relation to the facts therein registered.

SUMMARY OF STATISTICS FOR 1870-71.

The population of the New Haven City School District, according to the U. S. census of June, 1871, was,.....		45,629
Fair Haven (7th Ward), recently annexed, adds, ...		3,992
Total population of the School District and City, -		49,621
Westville, a part of the Town, but not of the City, -		1,265
Total population of the City and Town,.....		50,886

Assessed valuation of the real and personal property of the City and Town, 1870, assessed at about two-thirds its true value,	\$46,527,165.00
Increase over 1869,	2,093,803.00
Total amount of taxable real and personal estate in the City School District,	\$41,071,016.00
The number of persons between the ages of 4 and 16 years, enumerated in Jan., 1871, was,	10,477
Increase over 1870,	541
Fair Haven will add,	990
Total for the next school year, between 4 and 16, ..	11,467
The number of school-houses occupied during a part or whole of the year,	22
Owned by the District,	14
Whole number of school rooms,	125
Increase,	4
Whole number of sittings,	6,627
Increase,	245

TEACHERS.

Whole number of male teachers now employed in the day schools, including teachers in music and drawing, one each,	13
Number employed in the evening school, including writing master,	7
Total male teachers,	20
Whole number of female teachers,	144
Increase,	9
Whole number of teachers employed in the day schools,	155
Increase in the day schools,	9
Whole number of teachers in the day and evening schools,	162
Increase,	9

NUMBER OF PUPILS IN ATTENDANCE.

Number of scholars registered (admitted) during the year,	7,209
Increase,	331
Average number registered (belonging) during the year—	
Whole number boys, ...	3,125
“ “ girls, ...	2,935
Increase,	242

Average daily attendance, after deducting absences,	5,736
Increase,	234
Per cent attendance of all the schools,	94.6
Increase, .....	.04
The ratio of the average number registered (belong- ing) to the number enumerated (between 4 and 16 years), .....	.578
Decrease, .....	.007
Whole number of absences during the year,	120,319
Increase,	2,383
Average number of pupils absent each half day, ...	301
Increase,	7
Number of absences to a scholar on the average number registered,	19.8
Decrease, .....	.5
Whole number of tardinesses during the year,	6,917
Decrease on last year,	293
Number of tardinesses to a scholar on average regis- tered number,	1.14
Decrease, .....	.07
Number of cases of truancy,	583
Increase,	3
Number of suspensions,	198
Decrease,	152
Number of half-days perfect attendance—boys,	17,509
“ “ “ “ girls,	15,821
Increase over 1870—boys,	1,143
“ “ girls,	1,482
Number half-days all present,	8,156
Increase,	795
The average age of all the pupils is,	9y 7m
Decrease,	1½m.

NOTE.—The number attending the evening and ungraded schools is not included in the statistics above.

THE CENSUS.

The decennial census recently made by the United States has given the population of New Haven. From the school census, taken in January last, it appears that the ratio of the number of children between four and sixteen years to the

number of the whole population is as one to four and one-third (more exactly, $4\frac{1}{3}$). Hence, multiplying the number of persons enumerated between 4 and 16 years by $4\frac{1}{3}$, the product will give the population of the city for the preceding year with a good degree of exactness.

By the enumeration made in January last, the increase of children of school-going age in the district is found to be unusually large. The whole number has now risen considerably above the round number ten thousand; and the increase over the previous year is five hundred and forty one. By the re-annexation of Fair Haven District, in July last, we have an addition of nine hundred and ninety, making an aggregate of eleven thousand four hundred and sixty seven.

An analysis of the census gives some interesting results. The following table exhibits, in the column of totals, the number of children between 4 and 16 years belonging to each of the sub-districts, as named. On the same line will be found the number of children enumerated, of different ages, from 4 to 16 years. At the foot of the columns will be found totals, first, of the whole number enumerated; and next, under the columns of the several ages, the whole number of children of the respective ages indicated. From these totals, the whole number of children in the public schools, during the winter of 1870, is deducted; thus leaving the *whole number*, and the *numbers of different ages*, not attending school during that term.

TABLE I.—*Showing the whole number enumerated in each sub-district, and the number of different ages.*

Sub-Districts.	Totals.	4 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
Webster	1784	160	145	151	134	135	171	152	161	136	143	155	141
Eaton	1273	88	101	103	79	102	115	118	103	109	115	112	128
Wooster	1746	149	172	139	118	153	157	159	139	134	140	129	157
Dwight	2073	178	166	148	157	166	172	193	175	185	156	209	168
Skinner	1460	118	110	111	138	121	124	142	120	138	114	112	112
Washington	2141	201	189	162	194	195	192	189	149	195	159	138	178
Census totals	10477	894	883	814	820	872	931	953	847	897	827	855	884
Tot. in the schools,	6488		344	568	626	702	821	851	708	710	580	374	204
No. not in the Public Schools ..	3989	894	539	246	194	170	110	102	139	187	247	481	680

TABLE II.—*Showing the whole number of children attending school during the winter term of 1871; also the same classified under the several ages.*

Sub-Districts.	Totals.	4 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
Webster	1062		59	101	100	123	129	136	136	105	98	55	20
Eaton	624		26	35	48	64	78	82	60	76	72	53	30
Wooster	1387		110	143	149	153	189	191	139	131	108	48	26
Dwight	1834		49	111	107	118	162	172	156	160	138	112	49
Skinner	776		36	61	84	99	91	104	88	95	58	34	26
Washington	1235		64	117	138	145	172	165	129	140	87	58	20
High School*	70							1		3	19	14	33
Tot. in the schools,	6488		344	568	626	702	821	851	708	710	580	374	204

It will be seen, in the first table, that the number of children in no public school during the term named, was, 3,989

Of these, the number—four years old, was, 894

“ five “ “ 589

“ thirteen “ “ 247

“ fourteen “ “ 481

“ fifteen “ “ 680

—2,841

The whole number between five and thirteen not in school, 1,148

Children under five years are not admitted. Many parents wisely keep their children at home under six years. After the age of twelve years, the number of children withdrawn from school rapidly increases. Straited circumstances of parents sometimes require the aid of children in the support of the family. But more frequently a low estimate of the value of education on the part of parents, or a niggardliness which induces them to place an undue value upon the small pittance a child can earn, leads them to do their offspring the greatest injustice possible, by depriving them of that which is infinitely more valuable than gold.

Again, many boys acquire bad habits from lax or injudicious training at home; and having become impatient of restraint and study at school, seek every opportunity to escape from school duties. Such are the material of which truants,

* The pupils of the High School under 16 years of age are entered separately, because they come from all the districts.

loungeurs and vagabonds on our streets are made. Of the fourteen hundred children between twelve and sixteen years, no doubt a considerable number are properly employed, and many are in private schools; but we have, daily, ocular demonstration on our streets, around the wharves and elsewhere, that there is a serious defect that so many youth should be allowed to grow up in habits of indolence, ignorance and vice. It will be well if the experiment of the ungraded school should do something to check the evil.

It will aid us to understand what parts of the city are most in want of additional school room, if we present the subject in another form, thus:

District.	Enumerated.	In School.	Out of School.
Webster,	If from 1784 we deduct	1062, we have left	722
Eaton,	" 1278	" 624	" 579
and H. Sch. .		" 70	
Wooster,	" 1746	" 1387	" 359
Dwight,	" 2078	" 1334	" 739
Skinner,	" 1460	" 776	" 684
Washington, ..	" 2141	" 1235	" 906
	<hr/> 10,477	<hr/> 6,488	<hr/> 3,989

It is evident that the Washington District has by far the largest surplus for which provision is to be made. Not only is the number greater (906) than in any other district, but the number of private schools is very small.

The Webster and Dwight, contiguous districts, show a large surplus ($722+739=1461$), but the new primary house just finished, corner of Oak and Greenwood streets, will, perhaps, sufficiently relieve the pressure in both at present.

Should any desire to know the number of children out of school, of different ages, in each sub-district, they have only to deduct the numbers, under the several ages, of those *in school*, Table II, from the numbers indicating the same ages in Table I. By such a deduction, the Wooster District will show a larger number in school, of certain ages (6, 7, 8, 9 and 10 yrs.), than were enumerated as belonging to the district. The explanation is that many children attending the German-English

(Cherry street) and Fair Street Training Schools are admitted from all the surrounding districts.

SCHOOL ACCOMMODATIONS.

Notwithstanding the increase of pupils, a smaller number than ever have been denied admission to the schools for want of room. A more uniform distribution has been effected, so that nearly all schools have been well filled, with small surplus anywhere unaccommodated.

The Edwards street house for primary children, in the Skinner District, was completed and occupied about the first of December, 1870. Only three rooms have yet been opened, one room remaining vacant. About half of the pupils admitted were transferred from the rented rooms known as the Skinner Branch Schools. Entire relief from pressure is secured in this district, by the addition of about two hundred and sixteen seats. The Edwards street house was designed to be a model structure for a primary school, and for elegance, simplicity and convenience combined, we doubt if its equal can be found. The building is one story high, has four rooms, and fifty six pupils can be seated in each.

The Dixwell School has been quite full through the year, notwithstanding the addition of another room, by the removal of the small wooden building to the Dixwell premises, formerly occupied by a part of the Goffe Street School. The increase of children in this section of the city is due, in a great measure, to the enlargement of business at Newhallville. The increase of population has been chiefly in the vicinity of this school, on account of a scarcity of dwellings at Newhallville. There is still room at the Division Street School, sufficient for present necessity, and that part of the district will be abundantly provided for as soon as the new house shall be completed which is soon to be erected on Division street.

The growth of population in the western portion of the city has required a new primary building to relieve the pressure in the Webster and southern part of the Dwight Districts. A house similar to the Edwards street building, and located on the corner of Oak and Greenwood streets, will be ready for use at the opening of the fall term. Yet it is possible that the

primary room, corner of Broad and George streets, which was opened last fall to accommodate the surplus of the Webster School, may still be needed.

A year ago the old house on Carlisle street, in the Washington District, was thoroughly renovated, and supplied with new furniture for fifty sittings. Sixty additional seats were distributed through the rooms on the lower floor of the Howard Avenue School (now Washington), giving sixty pupils to each teacher. Yet all applicants could not be received, and thirty seats were placed in the reception room of the Principal. Even these additions have not been sufficient to fully supply the demand. Another primary building of four rooms is greatly needed for the young children in the vicinity of this school. The Washington (Training) School (now Cedar street) has never been so uniformly full as during the past year. In the South Street School, No. 5 has stood vacant for several years, until the year before last it was about half filled; but during the past year that room and all others in the building have been fully occupied.

The Eaton School has had a larger number of unoccupied seats than any other. They are chiefly in the rooms above number six. The territory of this district comprises a smaller population than any other district, and perhaps the enlargement of its boundaries may be advisable.

The lower rooms of the Wooster School received sixty additional seats two years ago, and little difficulty has been experienced since in giving seats to all applicants. But there cannot be a doubt that both teachers and children suffer loss, both in this school and Howard avenue, by placing under the charge of one teacher a larger number of pupils than she can thoroughly instruct. She may go through the *forms* of school duty, but the results desired cannot be reached. Especially is this true of young teachers, who are here to gain their first experience. It may be economy in one direction, but prodigal waste in another.

ATTENDANCE.

ATTENDANCE and INSTRUCTION are the two prime objects of effort by all concerned, in securing the successful working of our schools. Without the former, the latter is impossible.

With perfect attendance, no competent teacher, with the facilities provided, will fail to accomplish all that is required in the department of instruction. The reason is sufficiently obvious why so much care and labor are needful to secure this, the first element of success. Experience teaches that unremitted vigilance, preserving effort and no small amount of ingenuity, are requisite to withstand the multitude of influences constantly at work which produce irregularity of attendance. In former reports I have treated this topic so fully and so much in detail, that only a brief allusion to the causes of the evil and means of preventing it will now be necessary.

That the loss from irregular attendance is a serious one must be obvious upon a moment's reflection. The aggregate of 120,319 half-days absence is equivalent to a loss of *three hundred years* of schooling, to those who are absent, every ten months the schools are in session. It is equivalent to the absence of three hundred scholars daily from all the schools. The number is equal to one half the pupils provided for in one of our Grammar Schools; and if all the absences could be confined to one of these schools, *six rooms* would be left vacant through the year. The services of six teachers could be dispensed with, whose salaries, at an average of five hundred dollars each, would save three thousand dollars in the cost of instruction alone.

If only the absentees were the losers, the case would be more tolerable. Both teachers and punctual pupils are made to suffer from the irregularity. Classes are retarded in their progress. Extra instruction is required of the teacher to carry forward absent pupils with those who have already passed over the studies; and regular pupils are obliged to wait for absentees on lessons they have already learned. The habits of irregular scholars almost invariably become injurious to the school. Pupils inclined to be insubordinate, are less patient of restraint after absence, and find mental application more distasteful. Hence, discipline becomes more difficult, the spirit of the school is depressed, and general loss is inevitable. If "sickness or some equally imperative necessity" required the existing irregularity, comment would be unnecessary. It may be that a larger number of cases of measles and scarlet fever have

occurred during the year than usual. But when more than one-third, and in some instances one-half of the absences are reported as inexcusable, the evidence is clear that duty is neglected by somebody. If teachers were neglectful of duty in encouraging or endeavoring to enforce attendance, we should seek a remedy, first, through a more energetic effort on their part. With few exceptions, they deserve commendation for the unwearied pains they have taken to prevent the accumulation of absences and tardinesses on their registers.

To a large number who have visited the homes of the children, and by friendly intercourse with parents have secured their coöperation, the highest credit is due. Let this work be continued, and much of the prejudice which exists against teachers will be removed; that indifference and neglect which now prevails will be materially diminished.

By reference to the table of "perfect attendance" in the appendix, it will be seen that the number of rooms in which the attendance was perfect 100 half days or more during the year, has been largely increased. In 1868-9 the number was *eight*; in 1869-70, *twelve*; in 1870-1, *twenty-five*. Good fortune, in exemption from sickness, may be an important element of this success; but it is certain that it was not gained without encouragement and painstaking on the part of the teacher, and the cordial coöperation and excellent spirit of the pupils. The success in each case is a declaration of a harmonious, sympathetic, kind feeling existing between teachers and pupils. In proof of this, the records show that eight of the twenty-five teachers have not inflicted a corporal punishment during the year; and several others but one or two; and in all of them the amount of punishments has been the *minimum*. But it should not be inferred that a cordial spirit does not prevail in any rooms which are not reported for perfect attendance; for there are many in which the mutual kind feeling existing between teachers and pupils is of the most gratifying character. But sickness or other unavoidable causes have placed the same successful attendance beyond their control.

On the other hand, there are rooms in which either great indifference or want of power and effort of teachers to control irregularity have existed. Rooms in charge of substitutes and

inexperienced teachers are most likely to suffer in this respect. Irregular attendance, as well as lack of good discipline, are natural consequences of a change of teachers. Teachers of long experience, too, sometimes lose their ambition, or suffer their minds to become abstracted from the duties of the school, by objects outside of their regular employment. Lack of interest in the teacher, whether in attendance, order or instruction, is quickly revealed through an indifferent, listless spirit manifested by the children. "AS IS THE TEACHER, SO IS THE SCHOOL."

Punctuality of the *teacher* as well as of the pupil is essential to success. Example is better than precept. Referring to Table III in the appendix, in the column indicating tardiness of teachers, there are found forty rooms reported in which the teachers have not been tardy at all during the year. But in the other eight-five rooms there were six hundred and one cases of tardiness. Seven instances to any one teacher in four hundred sessions, which would be the average number if equally distributed, does not seem to be an exorbitant number. But the question occurs at once, why the great difference between the large number never or seldom tardy and those who are so frequently, as the record shows.

DISCIPLINE.

A steady and gratifying improvement is noticeable, in general, in the government of the schools. A smaller number than usual of complaints from parents have been made, on account of unreasonable severity. The number of teachers who have been able to control their rooms without corporal punishment has never been so large as during the year past. And yet the whole number of such punishments in all the schools has been a little larger than during the previous year; from which it must be inferred that some teachers have employed the "last resort" with greater freedom than was desirable, perhaps sometimes without sufficient cause.

That the difference in results of discipline is due chiefly to a difference in capability of teachers has been abundantly proved by the fact that in several instances where new teachers have labored hard, punished much, and talked loudest, almost

total failure has been the result; but *immediately* under the charge of a *competent* teacher, perfect submission and good order have been secured at once from *the same scholars*, with little, if any, violent exercise of authority. A *cordial sympathy* between teacher and pupils is the indispensable requisite as a basis of successful government, both in the school and in the family. Authority and force have their place; but suitable precautions and a cheerful genial spirit on the part of the teacher will render a frequent exhibition of them unnecessary.

The school that had the largest daily attendance through the year, had no case of corporal punishment during the summer term; and of the small number in the same school during the two previous terms, two-thirds of the punishments were inflicted in rooms where substitutes, or new teachers, deemed them necessary, in order to secure obedience. In a school having the largest number of pupils, in daily attendance, under the supervision of a female principal, but a single punishment occurred during the summer term; and the same school had the smallest number of any school through the year, in proportion to the number of pupils. Of the grammar schools, that which, in times past, has received most censure for alleged severity in discipline, has had a smaller percentage of punishments than any schools except the two referred to above. Several other schools, under the supervision of lady principals, show a percentage of punishments but little less favorable than those to which reference has been made.

While, in my judgment, corporal punishment cannot be dispensed with in our schools, it is quite clear that with good judgment and proper management on the part of the teacher, the present amount may be greatly reduced, and the efficiency of the schools increased.

THE TRAINING SCHOOLS.

Miss Walker, transferred from the Fair Street School, has had charge of the Washington Training School during the year past. If any apprehension has existed respecting the success of the school under the charge of a lady, as principal, it has doubtless ceased. The number of pupils has been fully equal to any previous year, and the government and instruction

have been efficient. The interests of the pupils have been regarded with scrupulous care, and the young teachers have been thoroughly instructed in methods of teaching and discipline. The success of those who have been appointed to permanent positions has never been more marked, and the number has never been greater.

Miss Williams, for many years at the head of the Dixwell School, has had charge of the Fair Street Training School. Her past experience has enabled her to perform excellent service in her new position. From both schools, twenty-six young ladies have received appointments to the schools in the district during the year, and seven more are to take charge of rooms at the opening of the next term. About seventy young ladies have been appointed to positions in our schools since the training schools were established; and nearly fifty, or about one-third of all the female teachers of the district, are now in service. Of the class that graduated at the High School in 1870, all but one have passed through the training schools and received appointments. Of the class of 1871, eight are now members of the training schools.

An erroneous impression seems to prevail, that young ladies can be prepared for teaching in the training schools with a very limited education; that instruction in the branches usually taught, is given by the teachers of these schools. In many normal and training institutions, where much more time is allowed for a course, instruction is made far more prominent than the training department. Our time permits only to direct the pupil teacher how to use the knowledge she has already acquired. She enters directly upon the practical duties of the school room; and her main purpose is to learn, as speedily as possible, how to use the knowledge she has already acquired, in guiding the minds of the pupils in their studies, and how to meet all emergencies in the difficult task of preserving order. Her work is precisely the ordinary labor of *teaching* and *governing*, elsewhere, in the school room, with this exception, that here, she has the aid of one who has learned by long experience, much study and careful observation, the best methods for accomplishing both.

The Principal stands by the young teacher to encourage and approve when right; to point out errors, and suggest improve-

menta. She advises what to read or study for intellectual culture and the acquisition of strength for successful teaching. Self-improvement is constantly encouraged—is imperatively required as a condition of success. But neither time nor physical strength will permit one to attempt a full course of instruction under the burden of daily duties of the school. Hence the graduates of the High School, or those who have pursued a similar course of study, are the most acceptable candidates for the school, and soonest secure eligible positions, and perform their duties with the greatest ease and profit to their pupils.

SCHEME OF STUDIES.

Last year a course of study was prepared, with great care, as a guide for teachers, to regulate their work through the year. It was arranged from notes and observations made in the schools during several previous years. Although prepared somewhat at random, with the expectation of many changes needful to make it a permanent guide, the scheme has been found, in the year's experience, to meet the wants of the schools so well that almost no changes have been suggested by teachers, or found necessary.

The leading purpose of the scheme is—

- (1.) To secure uniformity of progress in the studies with all pupils of the same grade.
- (2.) To provide a means of testing the thoroughness or actual work of the teacher.

Where the progress of the classes is found to correspond with the grade required by the scheme, and the quality of the work is satisfactory, credit is given the teacher for successful instruction. Sometimes classes are found in advance of the grade. This may result (1) from unusual capability on the part of the teachers to impart instruction, and to inspire pupils with enthusiasm in their studies; (2) from a superior class of scholars, and many favorable circumstances; (3) from superficial instruction, by which pupils pass over their studies without a clear understanding of the subjects. There can be no objection to the advancement of a class beyond the point assigned to the grade, provided the pupils are thoroughly taught what is required.

But, if classes fall behind the grade, some satisfactory cause must be shown to justify the teacher in permitting it. There *may* be causes beyond the power of the teacher to control which will hold a class below the grade.

1. Frequent promotions, required by a large number of admissions in the lower rooms, will disturb the classification in rooms above, so far as the promotion extends. Such a transfer of pupils from lower to higher rooms is often made for the sake of filling vacant seats above, and is not a promotion for merit or progress in studies. It is an unfortunate necessity, but too frequently unavoidable.

2. Irregular attendance of a considerable number of pupils will detain a class. But the teacher will be justified in turning back to a lower class or grade all whose absence becomes a serious obstacle to their own progress or that of the class.

3. Many children have little opportunity for improvement at home. Destitute of books for general reading; without conversation calculated to elevate character, and increase their intelligence; too often exposed to degrading influences, they cannot be expected to make progress equally with others more favorably situated.

Nevertheless, nowhere will the results of skill and faithful efforts of the earnest teacher be more conspicuous than when judiciously employed upon this class of pupils; and due allowance will always be made for any apparent lack of progress, when all is done that can be reasonably required.

At the close of the winter term, reports were received from all the schools, indicating the exact point which the classes had reached in the various studies pursued. From these reports a tabular statement was made, by which the actual progress of each class was so recorded as to show the relative advancement of different schools of the same grade.

The following table is a summary of the reports made by the teachers, showing the progress of the classes in arithmetic at the close of the term in April:—

ARITHMETIC.—A tabular statement of the progress of classes in Arithmetic, during two terms ending April 21, 1871.

Schools.	GRADE II.										GRADE III.										GRADE IV.									
	Room 3.					Room 4.					Room 5.					Room 6.					Room 7.					Room 8.				
	3		2		1		2		1		2		1		2		1		2		2		1		3		2		1	
	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E
Class.	Page required 31.					Page required 31.					Page required 30.					Page required 30.					Page required 28.					Page required 128.				
Book.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.	1 L.
Webster,	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Eaton,	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Vooster,	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Dwight,	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Skinner,	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Howard Av.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hamilton,	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Washington,	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Dirwell,	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
South St.,	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Fair St.,	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Edwards St.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Goffe St.,	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Division St.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Elm St.,	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Whiting St.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
City Point,	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
1 L.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

EXPLANATIONS.—Oral and written exercises occupy the pupils in rooms 1 and 2, or Grade I, of all the schools and No. 3 of the large schools. No note is made of them in this schedule. The numbers 1, 2, 3, under the heading indicating the room, designate the classes. B is placed over the column indicating what page the class begun, Jan. 2, 1870; and E where it ended, April 21. 1 L. signifies French's First Lessons in Arithmetic. El. = Elementary Arithmetic. "Page required" indicates the page to which the lowest class of the grade is expected to advance. C. S. = Common School Arithmetic. Est. = Eaton's Intellectual Arithmetic. The average age of pupils, in any room or grade, may be found in Table III of the appendix.

GRADE V.										GRADE VI.										GRADE VII and VIII.											
Room 9.										Room 11.										Room 12.											
Class.		2		1		2		1		2		1		2		1		2		3		2		1							
Schools.	Book.	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E						
		Page required 72.										C. S. Pages required 204.										Page required 206.									
Webster,	EL	129	149	149	163	C. S.	1	102	1	102	1	102	1	102	1	102	1	102	1	102	1	102	1	102	1						
Eaton,	EL	103	130	124	146	C. S.	1	154	1	154	1	154	1	154	1	154	1	154	1	154	1	154	1	154	1						
	Eat.			90	98	Eat.	97	137	130	160	130	160	130	160	130	160	130	160	130	160	130	160	130	160	130						
Wooster,	EL	101	141	121	161	C. S.	73	103	113	135	C. S.	72	85	164	204	C. S.	72	85	164	204	C. S.	72	85	164	204						
						C. S. & In tell.	C. S.	1	162	1	189	Eat.	72	85	72	85	Eat.	72	85	72	85	Eat.	72	85	72	85					
Dwight,	EL	1	126	1	148	C. S.	1	162	1	189	C. S.	1	218	1	235	C. S.	1	218	1	235	C. S.	1	218	1	235						
						C. S.	112	134	112	134	Eat.	90	109	90	109	Eat.	90	109	90	109	Eat.	90	109	90	109						
Skinner,	EL	128	162	128	162	C. S.	112	134	112	134	C. S.	137	179	164	200	C. S.	137	179	164	200	C. S.	137	179	164	200						
Howard Av.	EL	9	128	9	128	C. S.	1	110	1	106	Eat.	90	109	90	109	C. S.	98	163	179	228	C. S.	98	163	179	228						
Hamilton,	C. S.	161	193	264	284	C. S.	161	193	264	284	C. S.	161	193	264	284	C. S.	161	193	264	284	C. S.	161	193	264	284						

THE HIGH SCHOOL.

The progress of the High School has been quite satisfactory, although, in consequence of ill health, Mr. Curtis has been obliged to be absent during a considerable portion of the year. Mr. Whitmore was appointed by the Board to perform the duties of the Principal, in the absence of Mr. Curtis. Mr. Charles Hastings, a member of the Sheffield Scientific School, gave instruction to the Senior class a few weeks, and the services of Miss Laurretta Gibbs were secured for the remainder of the year. The course of instruction has not been interrupted, good order has been preserved, and great credit is due both to the teachers and pupils for the excellent results attained.

The annual examination of the school took place near the close of the winter term, and was conducted in the usual rigid manner, chiefly in writing, with printed questions.* One day was devoted to a public oral examination and rhetorical exercises.

On Friday, April 4th, the graduating exercises of the Senior class took place in the hall of the High School, in the presence of many parents and friends of education. This is the second class that has completed the four year's course of instruction recently adopted. The diplomas were awarded by the Superintendent of Schools, and remarks were made by Maier Zunder, Esq., member of the Board of Education, B. G. Northrop, Secretary of the State Board, and A. W. Phelps, Esq.

The following are the names of the graduating class, ten in number, and the themes of the papers read by them on the occasion :

Miss MARY E. ROOT, Beginning and End; with Salutatory.

" MAGGIE A. BYRNE, Battle Fields.

" MARY E. WILLOUGHBY, From Ocean to Ocean.

" LIZZIE A. BRADLEY, Adrift and at Anchor.

" SARAH M. HANOVER, Life's Changes.

" INEZ E. NETTLETON, The Italy of To-day.

" F. ISABEL ANDREWS, The Cover Off.

" SARAH A. GOODRICH, A Gathering of Acquaintances.

" M. CARRIE STRICKLAND, Class History.

" SARAH J. GIBSON, When my Ship comes in; with Valedictory Addresses.

* See specimens of printed questions used in the examinations in the Appendix.

The essays read furnished very gratifying evidence of improvement in the written expression of thought. In style, choice of language and general treatment of the subjects, the papers were highly creditable to the writers. The reading, also, was of a superior order; indicating that great care and excellent instruction had been bestowed in this department. Nor was the proof of thorough teaching in this branch confined to the specimens given by this class. Other members of the school, during the closing exercises, gave evidence of careful training and successful results in vocal culture.

PRESENTATION OF PRIZES.

At the close of the exercises, prizes, which had been offered at the beginning of the year, were awarded by Mr. Whitmore, as follows:

FIRST CLASS.—Miss A. S. Johnson, for excellence in General Scholarship, 1st Prize.

Miss L. A. Bradley, for Spelling, 1st Prize.

SECOND CLASS.—Miss A. T. Somers, for Scholarship, 2d Prize.

Miss S. J. Gibson, Spelling, 2d Prize.

THIRD CLASS.—Miss M. E. Weld, Scholarship, 3d Prize.

Miss A. E. Carll, Spelling, 3d Prize.

FOR PUNCTUALITY AND DEPORTMENT.

SENIOR CLASS.—Misses F. Isabel Andrews, Lizzie A. Bradley, Maggie A. Byrne, Sarah J. Gibson.

JUNIOR CLASS.—Misses A. S. Johnson, M. C. Weld, M. J. Quinley, H. M. Roberts.

Masters W. A. Pratt, S. F. Chamberlain, W. C. Roberts.

THIRD CLASS.—Miss M. L. Johnson.

FOURTH CLASS.—Misses H. A. Sperry, S. E. Thatcher, M. P. Moffat.
Masters W. W. Gibson, R. J. Gibson.

Of the general character and condition of the school, at the present time, I do not hesitate to express a very favorable opinion. The quality of the instruction is obvious to any casual visitor, but the thorough tests of written and oral examinations, which are frequent, exhibit the best evidence that constant and vigorous mental effort is required of the pupils. Justice to the school would require a more full and detailed account of the work there accomplished than my limits will permit. A brief notice of some features of the school may furnish desirable information to persons wishing to know what attainments can be made by pupils in this, the highest grade of our public schools.

1. Pupils on admission are required to make a rapid review of some of their preparatory studies, especially arithmetic and the grammatical construction of the English language. The course of instruction in the latter branch, by Miss Ives, has been made specially advantageous to the class during the year, by a skillful combination of written exercises, with the tracing of etymological derivations and the syntactical arrangement of sentences. It has, in fact, been almost a daily practice of writing, with a view of acquiring exactness and facility of expression with the pen for future practical use.

A review of arithmetic is made during the first year, in connection with book-keeping, under the instruction of Mr. Whitmore. This, too, is so taught as to prepare the pupil for the duties of the counting-room, the workshop, and all calculations occurring in ordinary business. Accuracy, rapidity and quick comprehension are made special objects of attainment. The class in book-keeping, which has been very large, has pursued the subject with zeal, and much valuable information of a practical character has been imparted in relation to business transactions. Pupils of both sexes have become quite familiar with the principles by which accounts are kept, so that they will be enabled to make intelligible records of the various kinds of business in which they may be employed. A considerable number of the past members of the commercial class have found profitable employment as book-keepers.

Great care is taken to perfect the elementary branches which are essential to every day life, but are too often neglected when the higher branches are attempted. The beautiful specimens of penmanship produced by the pupils of the High School have been greatly admired. The thoroughness of instruction in this art does not consist in the production of now and then an elegant specimen, but such a uniformity among large classes as to create a belief that all must have been written by one and the same hand. It is surprising that such a degree of uniformity and perfection can be reached by so large a number, differing so widely in capability in other respects.

Spelling, too, is made a specialty, on account of its practical importance. The progress manifest in this study is highly

satisfactory, and the general improvement during the year is worthy of notice. Reading and vocal culture receive due attention, of which some results were witnessed by those present at the closing exercises of the year.

In short, the leading object of the High School course from the beginning is to give the pupil that instruction which shall be most profitable, for whatever time he may continue a member; so that should he from any cause, be obliged to leave his studies prematurely, his knowledge of the elementary branches is thorough and practical; or should he continue through the course, his early preparation lays a firm foundation for a higher range of studies.

The department of languages includes Latin, French, and German. Latin and French are studied by a considerable portion of the school, and the class in German has numbered some 60 or 70 pupils through the year. The instruction in these languages has been critical and thorough, and the pupils have manifested great interest in them.

The course in Mathematics comprises Algebra, Geometry and Trigonometry, after the completion of Arithmetic and Book-keeping, to which allusion has been made. Young men desiring to prepare for admission to the Sheffield Scientific School, here receive special instruction with reference to that object. The recent examination of classes in Geometry, Trigonometry and Latin, preparatory studies for that school, exhibited a style of teaching and quality of scholarship which gave assurance of very satisfactory preparation of young men for that institution.

Classes examined in Natural Philosophy, Botany, Astronomy, Geology, etc., indicated a familiar acquaintance with the fundamental principles of the department of Natural Science. An extensive and valuable collection of minerals, fossils, etc., carefully classified, has been generously furnished by Mr. Curtis for the use of the pupils. It has been very profitably employed as a means of illustration. Occasionally, lectures are given by professors of the Sheffield Scientific School and others, which greatly increase the interest of the pupils in the studies to which they relate, and materially aid them in their acquisition of knowledge. The Reference Library, too, has been a source of information on all subjects, of the greatest value, and is in constant use. No expenditure of money brings a better return.

Next to the living voice of the teacher, the knowledge gained from the volumes of this library, pertaining to the subjects studied, is of the highest value. It is indispensable.

The course of studies in the High School requires four years for its completion. A considerable portion of the last year is spent in a general review of branches which pupils will be most likely to need in business immediately after leaving school. Especially is this needful for young ladies about to engage in teaching. A fresh review of the elementary studies which they will be required to teach, and occasional visits to witness exercises in the Training Schools during the last six months of their course, cannot fail to be of essential service to them when they assume the responsible duties of the teacher.

One other prominent characteristic of the school should not be omitted. The careful culture of right moral principles as a basis of character has been conspicuous in the instruction given. A high sense of honor, a strict regard for truth, a conscientious and faithful performance of duties, and a mutual respect for the rights of individuals, have been inculcated with great care and with a most gratifying measure of success. The cultivation of that sense of propriety which secures courtesy and refinement of manners is of prime importance to young persons on the eve of passing from childhood into mature life. Their position, their enjoyment, indeed their usefulness in the future, will depend in no small degree upon the attainments made in them.

A NEW HIGH SCHOOL EDIFICE.

But a new era dawns upon this school. While I write, the walls of the old High School building are being razed to the ground. That old land mark to so many former Lancasterian, as well as High School pupils, has passed away. Already the earth is thrown out in preparation for other foundations, upon which a magnificent superstructure is to rise. This day 1872 will doubtless witness the completion of new and elegant quarters for those who shall be fortunate enough to obtain admission and receive the advantages provided so liberally, with so much study and care, by the Board of Education, for the youth of our city.

EXAMINATION OF CANDIDATES.

The last week of the term, in April, was devoted to the examination of candidates for admission. Seventy-eight pupils

presented themselves for examination. One withdrew before the examination was completed, one was rejected for insufficient qualifications, and eight were received conditionally. The number admitted to the school was seventy-six, of whom seventy-two were in attendance last term.

The following table presents several interesting particulars:

SCHOOLS.	Whole No.	Boys.	Girls	Average age.	Average scholarship.
Latin Preparatory sent	16	7	9	15 y. 8 m.	6.70
Webster school	13	3	10	15 3	6.65
Dwight "	11	5	6	15 4	7.13
Eaton "	11	9	2	15 6	7.24
Wooster "	11	2	9	15 5	6.51
Skinner "	10	1	9	14 7	7.03
Other schools,	5	1	4	16 3	4.04
	77	28	49	15.5	6.67

The ten highest in general scholarship were:

1. Thomas E. Rochfort, from	Eaton School,	Total obtained,	459
2. Rosie E. Briggs,	" Skinner "	" "	454
3. Mary A. Hodgson,	" Dwight "	" "	451
4. Alfred E. Walker,	" Preparatory,	" "	445
5. James Sullivan,	" Wooster "	" "	442
6. Max Mailhouse,	" Preparatory,	" "	439
7. Sarah A. Ogden,	" Skinner "	" "	438
8. Katie Smith,	" Wooster "	" "	437
9. Anna L. Judd,	" Skinner "	" "	434
10. Lewis D. Benton,	" Eaton "	" "	434

The scholars who attained the highest rank in particular studies were, in

Arithmetic,	Rosie E. Briggs,	Skinner—average,	9.2
Grammar,	Katie Smith,	Wooster "	8.7
Geography,	Thomas E. Rochfort,	Eaton "	8.2
"	Chas. Hildebrand,	" "	8.2
"	Edward N. Sanford,	" "	8.2
"	James Sullivan,	Wooster "	8.2
History,	Mary Hodgson,	Dwight "	9.1
Spelling,	Ida N. Peck,	Preparatory "	5.0
"	Walter Larkins,	Dwight "	5.0
Penmanship,	Chas. Hildebrand,	Eaton "	4.8
Reading,	Heman B. Smith,	Dwight "	4.9
"	Carrie B. Root,	" "	4.9
"	Carrie E. Taft,	Skinner "	4.9
"	Ida H. Smith,	Wooster, "	4.9
"	Alfred E. Walker,	Preparatory, "	4.9
Drawing,	Carrie B. Root,	Dwight "	"
"	Michael F. McMahon,	" "	"

Candidates were examined in Music and Drawing; but the results were not included in the general scholarship this year, as they probably will be the next.

The following are the results of the recent examination.

SCHOOLS.	Music.	Drawing.	SCHOOLS.	Music.	Drawing.
Dwight,	4.27	4.18	Webster,	4.22	3.22
Eaton,	4.07	4.11	Wooster,	3.70	3.34
Skinner,	3.72	3.49	Preparatory,	3.53	3.78
			Other Schools	.08	1.98

The examination has on the whole, been very creditable to both the candidates and their teachers. It is to be regretted, however, that so large a proportion of the six hundred pupils in each of the Grammar Schools should fail to receive the benefits to be obtained from the High School course of instruction. When parents shall have learned the practical advantages of a more full and complete education for their children, as doubtless they will in the process of time, a change greatly to be desired will be witnessed. If increased capability for the active duties of life are of any value; if enlarged enjoyment from increased human knowledge is desirable; if greater capacity for more perfect social enjoyment is an attainment to be sought; if, in short, a higher and better stand-point in all conceivable conditions of life is advantageous; then should the period of youth, the golden period of life, be given most earnestly to a full culture of the intellect, the moral faculties, the formation of correct habits, and right views of the great purpose of life. That parent who, from contracted views of education or sordid motives, limits the opportunities of his child for instruction, little knows the sacrifice he entails upon him for life.

EVENING SCHOOL.

The evening school for persons over fourteen years of age, whose occupation during the day would not permit their attendance on the day schools, was opened about the first of October, and was continued through two terms of twelve weeks each, closing on the last day of March, 1871.

The whole number of applicants for admission during the winter was 425, all of whom were received in the order of their application, as vacancies occurred by withdrawals.

The school was under the charge of Mr. C. T. DRISCOLL, whose experience in schools of this kind for several years has made his services peculiarly valuable. He was assisted by the following young gentlemen, students of Yale College: T. P. Prudden, W. Patterson, Q. L. Dowd, F. S. Fitch, W. E. Safford and D. S. Holbrook.

The average number belonging to the school during the first session of twelve weeks was 183; and the nightly attendance during the same period was 181, making the actual attendance $71\frac{1}{2}$ per cent. The average number registered during the second session was 143; and the average nightly attendance was 91; making 64 per cent attendance for the session.

Of the branches taught, Arithmetic, Spelling and Writing occupied the time of a large majority. A few men, one 37 years old, began with the alphabet to learn reading, and made excellent progress. It was interesting to observe the delight manifested when they were able to discover ideas in the printed words. A portion of time was devoted to oral instruction in Geography, exercises in the construction of sentences, and letter writing. Mr. FRANK A. CARGILL, a professional teacher of penmanship, gave instruction in that branch with very satisfactory results. Simple forms of Book-keeping were also taught.

The following table shows the attendance during the several weeks of each term.

FIRST TERM.				SECOND TERM.			
Weeks.	Whole No. Regist.	Av. No. Regist.	Av. Nightly Attend.	Weeks.	Whole No. Regist.	Av. No. Regist.	Av. Nightly Attend.
1	195	167	141	13	177	165	122
2	206	176	140	14	191	178	136
3	209	186	147	15	186	178	130
4	210	182	136	16	174	161	93
5	212	183	123	17	180	168	108
6	205	192	149	18	172	161	93
7	201	192	145	19	165	154	85
8	194	184	110	20	134	130	88
9	189	184	126	21	128	123	68
10	196	186	125	22	120	114	72
11	186	180	119	23	114	101	56
12	182	172	109	24	104	93	49
	<hr/>	<hr/>	<hr/>		<hr/>	<hr/>	<hr/>
	212	182	130		191	143	92

Attendance, First Term, $71\frac{1}{2}$ per ct.; Second Term, 64 per ct.

Average per ct. attendance throughout the winter, $67\frac{1}{2}$ per ct.

The average age of pupils was about 20 years. A much better classification was accomplished than during any previous season. A deep interest in the studies has been manifested by the members of the school; quietness and good order have been observed, and a respectful attention to all rules and requirements.

I cannot but regard this school as highly advantageous, both to the individuals immediately interested and to the community at large. Very few, if any, of these persons would have obtained the instruction here given, if provision had not thus been made. Many a young man has been enabled to keep at least his own private accounts by the knowledge of figures he has acquired; by learning how to write he has gained the means of making a record of thoughts, which in daily transactions is indispensable to success in business, however limited it may be. With ability to read, he has access to unlimited sources of knowledge, which he may employ for his own advantage and the interests of the community of which he is a part.

The question has repeatedly been asked, why an evening school for young women cannot be opened. I trust the Board will consider the expediency of providing for them in like manner during the coming winter.

Prof. BAIL gave his third annual course of Mechanical Drawing (free) to the young men attending the evening school. He has been induced to do this on account of the deep interest which the pupils have manifested in the instruction, and their appreciation of the benefit they are enabled to derive from it. Prof. Bail has treated these young men very generously in giving so much instruction, for which his only compensation is the satisfaction of believing that a knowledge of the benefits to be derived from the art of drawing, carried by practical men into the various departments of industry, will prove advantageous both to individuals and the community at large.

UNGRADED SCHOOLS.

What provision can be made for the irregular and vagrant children of the city, has long remained an unanswered question. The developments of the past few months promise a solution of the problem. Irregular attendance, truancy and

insubordination have heretofore required the adoption of a rule by which teachers were authorized to remove pupils from school, by suspension, to protect from injury those who were regular in their attendance and obedient to regulations.

Suspended pupils were thus virtually transferred from the school which was designed to control, form correct habits, and impart wholesome instruction, to the "street school," exposed on every hand to degrading influences. Of all the pupils in the schools, these need most the restraint and instruction of the school room, because most limited in their opportunities for improvement and judicious training at home. The results of suspension, while they have secured immediate relief to the school, have been disastrous to the pupils, placed beyond the control, in most cases, of both parent and teacher. If they return to school, their presence becomes more objectionable than before; if not, they are doomed to ignorance, soon to be added to that class whose habits and character, formed in ignorance and vice, render them the pests of society.

The destructive consequences of suspending pupils have long been recognized, and tolerated only because no satisfactory substitute has been devised.

The very limited power of the teacher creates an absolute necessity for the coöperation, in certain cases, of the municipal authority, to secure efficient control over the classes of pupils to whom allusion is made. Abundant legislative enactments had already been provided, but arrangements were required that civil authority should begin to exercise power where the authority of the Board ended. Special or truant schools would be established to little purpose, if pupils transferred to them should be left to their own choice, whether to attend them or not. An arrangement between the Police Commissioners and the Board having been made to secure the attendance of pupils, when parents and teachers had no power to enforce it, the rule authorizing the suspension of pupils was at once repealed. All pupils hitherto subject to this rule were liable to be transferred to either of the schools provided for exceptional scholars, one on Whiting street, and the other in an upper room of the Fair street house. The former has been a special or ungraded school for many years, under the charge of Misses M. and E. A. Wildman. The latter was opened in the month of March,

of which Mr. J. M. Hart is the teacher. About fifteen boys have been transferred from other schools to the school on Whiting street, and some seventy-five different boys have been in attendance under the charge of Mr. Hart.

Another feature of the work which it is desirable to accomplish should be noticed in connection with the number of pupils in the Fair street special school. Boys found on the streets, not engaged in any proper business, are frequently sent to this school by the police, from which they may withdraw, when employment is obtained, with less interruption to this school than they would occasion in those which are thoroughly graded. The opportunity thus offered to improve time, which would be wasted while waiting for work, is gladly embraced by some. Others, mere loungers, out of school on frivolous excuses, are *directed* by the officer to go to the school. Hence, only a portion of the pupils reported as members have been transferred from the graded schools for truancy and insubordination. Some of the boys have proved incorrigible. One has been sent to the State Reform School, and several to the town work house for a limited period. But, in general, a better spirit has been manifested than was anticipated; and a decided improvement in behavior and habits of application has been observable.

It is yet too early to say much of results. But we have already some indications of the benefits we have reason to anticipate. Among them are,

1. A very large reduction of truancy during the last half of the year.
2. A sensible relief is felt by teachers in the government of their schools.
3. Children, instead of being exposed to contamination in the streets, by suspension, are now kept under control and instruction.
4. Parents appreciate the object sought, and express gratitude for aid afforded them in cases where they have not the power to exercise proper restraint.
5. By the judicious and faithful service of officers designated for the duty, our streets are freed from the crowds of rude and mischievous boys, rapidly developing into criminals against law and order.

VOCAL MUSIC.

Instruction in this department has never been more successful. Mr. Jepson says, that, "on the whole, the past year has been the most satisfactory of any since his engagement, especially in the lower grades." The experiment of giving a regular course of lessons, in the first and second grades, from the Primary Music Reader, has far exceeded all anticipations; and has developed a capability in the little ones, just beginning to learn the alphabet both of reading and music, quite unexpected. Children who have been only a few weeks members of the school go to the blackboard, on which the scale is written, and pointing out the notes, call and sing them alone with surprising facility. They will point for the school to sing the same, and thus becomes little teachers of music. In some rooms a score of children are able thus to direct the class. The exercise conducted in this way creates a general interest, and stimulates the pupils to effort which secures excellent results.

The advantages of beginning vocal culture at this early period are obvious. Rarely will a child be found unable to sing, if taught to use the vocal organs early; very few, if any, will fail to develop "an ear for music," when accustomed daily to hear the voices of their companions, and to join with them in the exercise of singing. The voices will be more thoroughly cultivated and prepared for practice in reading, and all exercises in which a perfect command of the vocal organs is essential. If greater care were taken to cultivate the voice in early childhood, fewer harsh, dissonant, unmusical tones would be heard from public speakers, and the tones of ordinary conversation would become more agreeable.

With music thoroughly incorporated into our system of instruction as it is, the necessity of employing teachers qualified to give instruction in this branch is apparent. It is not necessary that a teacher should be an adept or expert to enable one to teach music in our schools, although the services of such are appreciated as peculiarly valuable; but an ear capable of discerning a correct tone is indispensable; ability to keep time, is essential; and sufficient command of voice to be able to give the key note, or to indicate by example how certain passages should be sung, is quite desirable.

An annual examination of pupils in all the grades was made at the close of the winter term, in April, and I desire to call special attention to the exercises used to test the proficiency of the classes, which will be found in the appendix. These were sung *at sight* as a part of the scheme for examination. It is worthy of notice, that out of more than six thousand pupils, only one hundred and seventy-eight, by actual record, were unable to sing the scale.

The examination was very thorough, every pupil being tested individually, and each room was marked on the following particulars :

1. Ability to sing the scale.
2. Average ability in sight singing.
3. Average quality of voice.
4. Average accuracy in time.
5. Average ability to read notes.

DRAWING.

The experience gained during the third year since this branch of study was adopted in our schools, enables me to speak with greater confidence of ultimate success than at any previous time. Excellent progress has been made during the year ; and the result secured in the lower grades begin to appear quite conspicuous in the more rapid progress and advancement in the higher classes ; especially in the High School, where pupils are becoming quite proficient in perspective and object drawing. Here the pupils are under the immediate instruction of Prof. Bail, receiving two lessons a week. In the other schools the instruction is given entirely by the teachers, who are visited twice each term by Prof. Bail. At the beginning of the term he gives such directions as, in his judgment, are needed to secure thorough instruction by every teacher. Near the close he makes a critical examination of the work done in every room, and reports the quality of the same ; also, the apparent capability and thoroughness of teachers.

The inequality of teachers in imparting instruction in this department is probably greater than in most other studies, because less time and attention have been given to drawing, inasmuch as until recently this has not been regarded as one of

the required branches of school study. Steady improvement, however, is manifest, and soon we shall find no more deficiency on the part of the teachers in this branch of study, than in those long established.

The scheme of studies adopted last year prescribes the work to be done in every grade so definitely, that no teacher can fail to know the *amount* of work to be done; and it is Prof. Bail's duty to report the *quality*, especially to make known all cases of neglect or incompetency.

The practical utility of drawing is now so generally recognized, that little argument is needed to show the importance of provision for its instruction in our schools. Not only have cities and large towns very generally adopted it as a regular study, but States are beginning to require it in all public schools under their jurisdiction, by legal enactment. The value of the art as an element of national prosperity, has been so clearly illustrated in Europe within a few years past, that its neglect can hardly be permitted in this country.

GENERAL VIEW OF THE SCHOOLS.

The High and six graded Schools, each in charge of a male principal, constitute the main body of our school system. These comprise more than half of all the teachers employed and more than half the pupils in attendance. Next year the Woolsey School, Fair Haven, will be included, making the seventh of the class known as Grammar Schools. In these the gradation is carried higher and made more complete than the smaller schools will permit. The principals are all men of large experience, and are thoroughly familiar with the general system, and the routine of duties required. Excellent results are accomplished by all of them; and their influence in giving character to our whole system is highly satisfactory.

The recent change which enables the principal to mark the progress of classes in all schools belonging to his district, in order to regulate the studies and promotion of pupils uniformly, as required by the "course of study," has already increased the efficiency of instruction. It is too early to attempt a statement of the advantages which the plan promises, but enough has already been accomplished to justify the adoption of the arrangement.

The Hamilton, Dixwell and South Street Schools, under the supervision of female teachers, have produced excellent results. Good order has been preserved with little punishment; marked improvement in studies has been obvious, and a laudable ambition to excel, both by teachers and pupils, has been manifest.

The Division Street School has been in a very satisfactory condition through the year. The teachers have performed an excellent work in visiting parents, by which a better understanding and greater harmony have been secured. The number of pupils is not large, but the school is in good condition. Three rooms of the Edwards Street School have been opened, and it has been conducted in a satisfactory manner.

The number of pupils in the Goffe Street School has gradually diminished during the last two or three years, so that it seems hardly warrantable to continue to incur the expense of a male principal. Mr. Root and his teachers have labored faithfully in the performance of their duties; and the proposed change in the administration is required from the changed circumstances of the school.

The remaining small schools have been in a prosperous condition. The teachers have devoted themselves faithfully to their work, and deserve commendation for what they have accomplished.

Under unusual pressure of duties and interruptions, I have thrown together the foregoing statements, in relation to the work of the schools during the year just closed, fully conscious that many things are necessarily omitted which would evince more clearly the real progress made. But your own careful observation of events relating to the interests of the schools preclude the necessity of a more full statement from me.

Respectfully submitted.

A. PARISH,
Supt. Public Schools.

New Haven, Aug. 31, 1871.

APPENDIX.

NEW HAVEN PUBLIC HIGH SCHOOL.

THE High School is a part of the Public School system, in which instruction is provided in branches of study more advanced than those pursued in the Grammar Schools, and is the highest department furnished at public expense.

The following statement is made, that the citizens of New Haven may become better acquainted with the advantages it is designed to furnish to pupils, and to give definite information in relation to the special objects it aims to accomplish in the reorganization of its studies:

I. The Course of Study proposed for the High School comprises such instruction and branches of study as will give to its pupils both a *general* and *special* preparation for usefulness in after life. For those who desire a course of thorough mental training, and to lay a foundation for the acquisition of knowledge, or who wish to prepare for a more extended course in the future, either in classical or scientific studies, provision is made for the study of Language and Mathematics to such an extent as the wants of the community may require. The scheme provides, also, for instruction in Natural and Physical Science, from which the pupil may obtain a general knowledge of principles, and their applications in the various departments of business life.

The regular course, as laid down, is designed to occupy a space of four years, thus completing the period of public school instruction in such a manner as to furnish to every child a thorough and substantial education.

II. For those whose circumstances limit the time of their attendance at school, or who wish to prepare themselves for some particular vocation, a selection from the regular studies may be made adapted to their wants. A special preparation for *commercial pursuits* comprises so much of the regular course as the time of the pupil will admit; and in addition, special attention is given to Book-keeping, Commercial Arithmetic, Penmanship, Business Forms, &c.; also to Mensuration, Mechanical Drawing, and the principles of Physical Science as pertaining to Mechanic Arts, &c.

III. As a large number of the young ladies who have been educated in the High School have become teachers, special efforts will be made to fit for the occupation of teachers those who desire to be so employed.

The Scheme of Studies herewith presented is a condensed plan designed to exhibit the course of instruction necessary for the several purposes named.* [See the Course of Study, Grades IX, X, XI, XII.]

* Pupils, in the regular course, are required to pursue three studies, two of which are prescribed, the third is optional. The optional studies are in *Italics*.

PROGRAMME
OF THE
COMMERCIAL DEPARTMENT.

The course of study, in the Commercial or Business Department, will occupy one year, and embrace every branch of Book-keeping; also Penmanship, Commercial Law, Correspondence and Arithmetic.

Book-keeping.—A complete knowledge of the Theory of Accounts, Journalizing, Posting and Settling Accounts, will be given, embracing a great variety of transactions in different kinds of business.

Penmanship.—The instruction in Penmanship will be such as to insure rapid and legible business writing.

Commercial Law.—The pupil will be made familiar with the various Legal Forms for writing Bills of Exchange, Promissory, Collateral and Judgment Notes, Mortgages, Bonds, Powers of Attorney, &c.

Correspondence.—A variety of topics connected with the details of business will be given the pupil, designed to serve as subjects for business letters. These letters will be critically examined, and inaccuracies of form, expression and style corrected.

Arithmetic.—The course in Arithmetic will be such as to fit the pupil for adding, with rapidity and accuracy, Ledger Columns, for calculating Percentage, Profit and Loss, Insurance, Taxes, Duties, Interest, Exchange, Discount, General Average, Partial Payments, Equation of Payments, and Partnership Settlements.

TERMS OF ADMISSION TO THE HIGH SCHOOL.

The Annual Examination of candidates for the admission of a new class takes place at the High School during the last week of the Winter Term. Pupils residing in the city must be present at the regular examination unless prevented by sickness. Those thus detained and non-residents may be admitted during the year for special reasons; but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed for pupils received at other times.

The following are the branches on which the candidates are examined for admission:

Arithmetic, English Grammar, Geography, History of the United States, Reading, Spelling, Penmanship, Music and Drawing. A knowledge of other and higher branches will be no substitute for those required.

In ARITHMETIC, the candidate must be familiar with the whole of "French's Common School" and Eaton's "Intellectual Arithmetic," or some other equivalent text-books.

In ENGLISH GRAMMAR, he must be able to analyze and parse, readily and correctly, ordinary sentences in prose and poetry, giving rules from the Grammar which shall indicate a clear understanding of the construction and principles of the language.

A thorough knowledge of the Definitions, Elementary Principles and maps of Mitchell's Intermediate Geography is required; to which should be added a general acquaintance with the Descriptive Geography contained in the text-books.

A knowledge of the History of the United States through the Revolutionary War is required.

Good penmanship and ability to read and spell correctly are essential qualifications.

Pupils below the first class in the Grammar Schools are not received as candidates for examination, unless recommended by the Principal as in his opinion qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools," for their approval, previous to examination. The questions are not to be restricted to the text-books used in the schools, yet they will correspond in form and principles with those with which the pupil should be familiar from his previous instruction.

From the foregoing statements it will be obvious, that while instruction is given in classical studies as well as in French and German, the Board of Education are determined to provide a thorough course of instruction in the Higher English branches, with special reference to those who are to begin the active duties of life without other advantages than those which they will all here obtain.

TABLE I.—*New Haven High School.—Examination of Candidates, April, 1871.*

SCHOOLS.	NUMBER EXAMINED.			Average Age.	STUDIES.								
	Boys.	Girls.	Total.		Arith.	Gram.	Geog.	History.	Reading.	Spelling.	Writing.	Total.	Average.
Dwight	5	6	11	15.4	6.78	6.84	5.90	7.52	4.38	4.34	3.46	39.22	7.13
Eaton	9	2	11	15.6	6.81	5.64	7.65	7.49	3.83	4.44	3.97	39.83	7.24
Skinner	1	9	10	14.7	6.31	7.30	5.60	7.63	4.14	4.42	3.29	38.69	7.03
Webster	8	10	13	15.3	5.62	6.25	5.98	7.22	3.74	4.01	3.75	36.57	6.65
Wooster	2	9	11	15.5	4.64	6.85	5.68	4.32	3.96	3.60	3.75	36.80	6.51
Latin Prep.	7	9	16	15.8	5.23	7.26	6.40	6.29	3.89	4.21	3.56	36.84	6.70
Ungraded	1	4	5	16.3	2.50	4.50	3.45	2.80	3.37	2.60	3.00	22.22	4.04
	28	49	77	15.5	5.67	6.58	6.07	6.82	4.00	4.11	3.57	36.68	6.67

TABLE II.—*Public Latin and High School.—No. of Scholars Registered each Term.*

YEARS.		JAN. TERM.		MAY TERM.		SEPT. TERM.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1859	----			39	46	40	48
1860	----	30	39	21	32	33	59
1861	----	29	56	27	48	36	69
1862	----	36	61	26	48	30	68
1863	----	22	55	18	45	52	62
1864	----	53	53	42	41	79	77
1865	----	71	65	86	78	94	70

NEW HAVEN PUBLIC HIGH SCHOOL.
EXAMINATION OF CANDIDATES,
APRIL, 1871.

RULES FOR THE EXAMINATION.

1. The pupil will be particular *not* to write his name upon any of his examination papers.
2. He will be equally particular to *write* his "*Examination Number*" upon each of his examination papers.
3. The work may be prepared upon separate paper, and afterwards copied upon the "examination paper;" but all copying must be completed within the time prescribed for the examination (four hours).
4. The questions are not to be copied. The answer should be numbered to correspond with the number of the question.
5. The general appearance of the paper with reference to neatness, spelling and penmanship will be taken into account. The writing should be kept within the marginal red lines.
6. The solution of a problem should be copied in full, so that the process may be examined as well as the answer.
7. Pupils are not allowed to have about their desks any written or printed matter except the questions.
8. After the questions have been distributed, pupils cannot be permitted to leave the room for any purpose whatever, until their papers are handed in, without being obliged to undergo a subsequent examination.
9. All communication between pupils during the examination is strictly forbidden.
10. The examination will close punctually at the expiration of four hours from its commencement; but any who choose to do so can hand in their papers at the end of three hours.
11. Any evasion or violation of the above rules will seriously vitiate, or totally annul, the examination of the person so offending.

ARITHMETIC.

1. Define (1) Notation, (2) Numeration, (3) the three measures of extension, (4) Denominate Unit and Standard Unit of a table, with example to illustrate, (5) Folio, 4to, 8vo, 12mo, (6) Prime number, and write the first five, (7) a Fractional Unit, (8) Dissimilar Fractions, (9) Days of Grace, (10) Involution, (11) Evolution.
2. A music dealer found that a packing-box that would hold a melodeon, which was 18.5 inches wide and 28.25 inches high, must have a capacity of 21323.1 cubic inches. Allowing the lumber to be one inch thick, what were the outside dimensions of the box?

3. Name the length, height, thickness and cubic feet in a perch of stone or masonry. Also the three dimensions and contents in inches of a common brick.

4. A farmer planted one hill of corn on every square yard of ground in a field of 13 A. 96 Sq. rds. How many hills did he plant?

5. How long a time will it take a clock that ticks once every second, to tick one million times.

6. Define (1) a Circle, (2) Circumference, (3) an Arc, (4) Diameter, (5) Radius. Draw a figure to illustrate.

7. A grocer buys 3 bushels of chestnuts, at \$5.00 a bushel, wooden measure, and retails them at \$.20 a quart, tin measure. How much does he gain?

8. Name and define the four principal denominations of the Metric System.

9. Divide 71 mi., 237 rd., 3 yd., 1 ft., 6 in. by 9.

10. In digging a ditch 120 rd. long and 3 ft. wide, 1320 cubic yd. of earth were removed. How deep is the ditch?

11. How many bricks lying flatwise will be required for a walk 25 rd. 4 ft. long and 5 ft. wide.

12. The factors of a dividend are 8, 25 and .45: and of a divisor, 15, 2 and 1.2. What is the quotient?

13. The sides of my garden are 168 ft., 280 ft., 182 ft. and 252 ft. What is the greatest length of boards that I can use in fencing it, without cutting any of them?

14. Reduce the following:

$$\frac{2}{3} \text{ of } \frac{3}{4} \div \frac{7}{8} \text{ of } \frac{2\frac{1}{2}}{8\frac{1}{4}} + \frac{4}{7} \times .02056 \div .04 - 1.028 = .$$

15. What must be the width of a bin 9 ft. long and $5\frac{1}{2}$ feet high, to contain $1\frac{1}{2}$ times as much as a bin $8 \times 5 \times 6$ ft.?

16. The difference between 24 per cent. and 55 per cent. of a number is 60.45. What is the number?

17. What is the gold value of \$1 in currency, when the premium on gold is 50 cts.? 25 cts.? and 10 cts.?

18. Write a promissory note in favor of Harmanus M. Welch, for \$2,500, at 4 months, payable at the 1st National Bank, New Haven, including every particular required to make it a legally correct paper.

19. If you get the above note discounted, what amount do you receive?

20. The distance from the corner of the public square, at the junction of Chapel and College streets, to the corner of College and Elm streets, is 800 ft.; thence to the corner of Elm and Church is 800 ft. What is the diagonal distance, in yards, from the first named corner to the last?

ENGLISH GRAMMAR.

1. Define Orthography, Etymology and Syntax.

2. Write the rule for dividing words into Syllables. Divide into Syllables: Paternal, pronunciation, Siren, felonious, unserviceable.

3. Define a monosyllable, dissyllable, polysyllable.

4. Define a primitive word, a derivative and a compound word. Write two examples of each.

5. Give the rule for doubling the final consonant in derivative words.

6. (1) Why one *t* in *benefited*, and two in *befitted*?
- (2) Why not double the final consonant in *concealed* and *taxing*?
7. When is final *y* of a primitive changed into *i* in a derivative word? Give three words to illustrate.
8. Why spell chimneys and moneys rather than chimnies, monies?
9. When is final *e* of a primitive rejected in a derivative word?
10. Explain why the final *e* is, or is not, dropped from the following derivative words: Write, writing; change, changeable; agree, agreeable.
11. Name the root, prefix and suffix in the following words: Extract, swimming, connective.
12. Write one sentence or more which shall contain all the parts of speech. (Write the *name* of each over the words, to indicate the part of speech.)
13. Define a Descriptive Adjective and a Definitive Adjective, with an example to illustrate each.
14. Name the principal parts of a verb.
Give the principal parts of the following: begin, lie, sit, lay.
15. Write the verb run in all the tenses, in the first per. plur. active of the indicative and potential moods.
16. Write the feminine of the following:
Beau, lad, lord, nephew, wizard, heir, hero. Francis, Mr. Hart.
17. Write the plural of hero, canto, beef, she, thou, ox, it, was, focus, analysis.
18. Analyze the following sentence:
When bad men combine, the *good must associate*; *else they will fall*, one by one, an *unpitied sacrifice*, in a contemptible struggle.
19. Parse the words italicized above.
20. Write a composition of about a dozen lines on the subject, "NEW HAVEN," with correct punctuation, proper use of capital letters, and right construction of sentences.

GEOGRAPHY.

1. What is meant by Physical or Natural Geography?
2. What does Political Geography teach?
3. At what points on the globe do we begin to measure Latitude? at what Longitude? In what direction is each reckoned?
4. Mention several causes that make the climate warm or cold in the temperate zones.
5. Why is it warmer in England at 52 deg. N. latitude than in the U. S. 10 deg farther South?
6. What do you learn about the face of a country by the direction in which the rivers flow?
7. Name the principal rivers and all the lakes of the St. Lawrence basin. Name 3 cities on the rivers and 7 cities on the lakes of this basin.
8. Which of the United States produce (1) Coal, (2) Iron, (3) Lead, (4) Copper, (5) Petroleum?
9. Name the State that is the largest producer of (1) Wheat, (2) Sugar, (3) Cotton, (4) Rice, (5) Tobacco.
10. What States engage most extensively in manufacturing pursuits? What do they manufacture?

11. Locate (1) Cincinnati, (2) New Bedford, (3) Pittsburgh, (4) Lowell, (5) Chicago. Tell the State and in what part. Is it on river, lake, &c.? Name the leading business pursuits of each.

12. Name 4 countries on the globe in which the education of the people is most encouraged.

13. Starting from New York, describe the direction you would take, the waters through which you would pass, and the country or city to which you would go, to obtain the following articles of merchandise:

(1) Coffee, Sugar, &c., (2) Logwood, Ebony, &c., (3) Hides, dye-stuffs and tropical fruits, (4) Diamonds, topaz, &c., (5) Guano, (6) Chincona, a bark from which quinine is obtained, (7) Tea, lacquered ware, (8) Opium, porcelain, &c., (9) Bananas, bread-fruit, &c., (10) Spices, gums, &c. Complete the tour around the globe, returning through the Mediterranean Sea.

14. Describe some important changes affecting the territorial boundaries and governments of several European countries within the past two or three years, and quite recently.

15. Name the 10 largest cities of the United States in the order of their population, according to the recent census.

16. What four States border on lake Michigan? Name the capitals.

17. What 3 large rivers rise in the Alps? In what direction do they run? where do they empty?

18. What two seas of Asia have no outlet?

19. Give the latitude and longitude of New Haven.

20. Draw a map of Connecticut (making the Eastern boundary 5 inches long, and the remainder in proportion). Draw the principal rivers, locate and name the county town or towns of each county; also 3 cities which are not county towns. How many miles long is the boundary line between Connecticut and Massachusetts?

HISTORY OF THE UNITED STATES.

1. State why the western continent happened to be called America.

2. Who first discovered the *continent* of North America? Of South America? In what years? What land had Columbus previously discovered, and when?

3. Describe the attempts of Sir Walter Raleigh to establish a colony in America.

4. In what years were Jamestown and Plymouth settled? Describe the location of each.

5. Give an account of Pocahontas.

6. Describe the route of the Pilgrims from England to their landing in America. What were they called before leaving England?

7. State when and how Harvard College was founded.

8. Describe the event that made the Charter Oak so famous.

9. What can you say of William Penn?

10. What conflicting claims to territory in this country were made by France and England?

11. What war was the result? Began and ended in what years?

12. What four expeditions were planned in 1755? Who were the leading commanders in the *fourth* expedition?

13. In what expedition was Gen. Wolfe engaged? What was the result?

14. What were "Writs of Assistance?"

15. What was the "Stamp Act?"

16. What was the immediate cause of the Boston Massacre?
17. Where was blood first shed in the Revolution?
18. Where did the last battle of the Revolutionary War take place? Name the commanders on each side.
19. Tell what you can of Benedict Arnold.
20. Name some prominent event that distinguished the administrations of the following presidents: (1) Madison, (2) Jackson, (3) Polk, (4) Buchanan, (5) Lincoln.



ANNUAL EXAMINATION OF HIGH SCHOOL,

APRIL, 1871.

SENIOR CLASS.

(Examined upon all the studies of the entire course.)

NATURAL PHILOSOPHY.

1. Define Gravitation, Cohesion, Adhesion and Capillary Force. What laws govern the height to which liquids rise in small tubes and between plates?
2. State the distinction between solids, liquids and gases.
3. Explain the construction of the Air Pump, and the method of weighing air.
4. A stone dropped from the top of a tower struck the ground in four seconds; how high is the tower?
5. Describe the three kinds of Levers.
6. How may we calculate the quantity of water discharged from an orifice?
7. What are the three laws which govern the vibration of cords?
8. Draw a figure, and explain the construction of the Opera Glass.
9. What is the dynamic theory of heat?
10. Draw a figure of the cylinder of a steam-engine, and explain fully the action of steam in moving the piston.

CHEMISTRY.

1. What is an element? Define chemical affinity. Define an Acid. Write the symbols and equivalent numbers for Oxygen, Nitrogen, Hydrogen, Carbon. Chlorine, Sulphur, Phosphorus, Potassium, Sodium, Calcium, Magnesium and Aluminum.
2. Name the sources of Oxygen. Give its preparation, and the formula for the reaction.
3. Describe the manufacture of illuminating gas. In combustion, upon what does the amount and intensity of heat depend? What is the most powerful artificial light?
4. Describe the old and new methods of bleaching. Describe the process of etching with HFL.

5. What is the difference between Saleratus and the Soda used in cooking?
6. Describe the process of smelting iron ore. Define chilled and galvanized iron. How is steel made?
7. For what is Platinum used? Describe the preparation of Gold.
8. Write the symbol and equivalent of Starch. How can you prove the presence of starch in Potatoes? What are the different forms of starch? How is parchment made? How is Sugar refined?
9. Describe the process of obtaining spirits of turpentine from wood? Describe oxalic acid.
10. What are the two stages of fermentation? What is yeast?

BOTANY AND PHYSIOLOGY.

1. Define species, varieties, genus, order.
 2. Name and describe the organs of the flowers. Define the typical flower. How does the violet differ from the type?
 3. What is a pinnate leaf? What are stipules? Describe the modes of venation.
 4. Draw an ovate, cordate acuminate leaf. Draw a lyrate leaf. Draw a lanceolate leaf with a serrate margin.
 5. Describe one of the following orders, naming and describing plants in that order: Rosaceæ, Leguminosæ, Labiatæ.
1. Describe the skin, cuticle, cutis-vera. Effect of friction on the cuticle. Three functions of the skin.
 2. Exhalation through the skin. Connection between the skin and internal organs. Skin as an absorbent. Skin regulates animal heat. Effect of bathing.
 3. Composition of the bones. Name the bones of the upper extremities; of the lower extremities. Describe the skull. Describe the spine.
 4. Describe the joints. Define ligament, capsule, synovia.
 5. What are the tendons? Effect of exercise on the muscles.

THIRD CLASS—ALGEBRA.

1. Define the following terms, and give an example of each: *Means, Radical, Term, Factor, Member, Monomial, Multiple, Progression, Reciprocal, Ratio.*
2. Add— $3a$ to $9a$ and explain the process.
Subtract— $3a$ from $9a$ and explain the process.
The law of the signs in multiplication. Obtain and explain a negative result—Differences between arithmetical and algebraic addition, subtraction and multiplication?
3. Given c^{-3} , make the exponent positive without change of value, and explain. Inference deduced? Apply it to $\frac{a^{-2}b^{-3}cd^2e^{-4}}{a^2b^3cde^{-3}}$, and reduce the result to its simplest form.
4. Difference between an example and a problem? Which does not admit of a negative result, and why?
Resolve $a^3 - b^4$ into its prime factors. State the three methods of Elimination, and illustrate comparison.
5. Rule for squaring a binomial. Apply it to $\left(\frac{a}{b} - \frac{b}{a}\right)^2$.

Expand by Theorem, $\left(1 + \frac{5}{2}x\right)^6$. Obtain the square root of

$$m^2 + 2m - 1 - \frac{2}{m} + \frac{1}{m^2}.$$

6. Give examples of Simple, Cubic, and the two kinds of Quadratic equations, a higher equation in the Quadratic form, homogeneous equations, a homogeneous quantity, a proportion. Illustrate the two methods of completing the square.

7. Expand $(m^6 + 1)(m^3 + 1)(m^2 + 1)(m + 1)(m - 1)$. State the rule employed. What is the reverse of this process? Illustrate.

For what purpose are exponents added? for what multiplied? Find a Geometrical mean between $2a^2b^{\frac{1}{2}}$ and $24a^2b^{\frac{1}{2}}x^{\frac{1}{2}}$.

8. A man has 2 equal flocks of sheep; from one he sells a sheep, and from the other b sheep, and then he has 3 times as many remaining in the latter flock as in the former; how many did each flock originally contain?

9. The sum of two numbers is 72, and the sum of their cube roots is 6; what are the numbers?

10. A man sold a horse for 50 dollars, and gained as much per cent. as the horse cost him; what did the horse cost?

BOOK-KEEPING.

Write Journal, Ledger, and Trial Balance, from the following transactions:

Allow in the Ledger for Cash and Merchandise 20 lines; and for all other accounts 8 lines.

New Haven. April 1, 1871.

I commence business with the following resources: Cash, \$250.67; Merchandise, \$2,560; Notes due me, \$692.80; Charles Smith owes me, on account, \$83.52; James Carlton, \$60.49; Henry Rand, \$48.20; Orlando Palmer, \$25.32.

I owe as follows: On Notes, \$175; to Preston & Evans, on account, \$90.44; to Harlow & Co., \$25.56.

April 1. Paid John Sawyer, for repairs on the Store, \$19.37.

Sold Orlando Palmer, on account, a bbl. of Flour, for \$7.25. Sold James Carlton, on account, 12 gallons of Sperm Oil, at \$1.50 per gallon; and 25 pounds Powdered Sugar, at 10 cents per pound.

3. Bought of Harlow & Co., on account, 4 boxes Havana Sugar, 1642 pounds net weight, at $7\frac{1}{2}$ cents per pound. Paid in cash, for a set of Account Books, \$10.25.

4. Henry Rand has paid me \$15 on his old account. Sold Dr. George Hammond, on account, 30 pounds Crushed Sugar, at 10 cents a pound; and 50 pounds Brown Havana Sugar, at $8\frac{1}{2}$ cents per pound.

6. Bought of Preston & Evans, on account, Goods amounting to \$203.29. Paid them \$150 in Cash.

7. Bought of Wm. Lord, for Cash, Merchandise amounting to \$145.20. James Carlton has paid me \$20 on account.

8. Orlando Palmer has been painting in the store $4\frac{1}{2}$ days, at \$1.25 per day, for which I am to give him credit. And I sell him 2 pounds of Coffee, at $12\frac{1}{2}$ cents per pound; and 4 pounds Crushed Sugar, at $12\frac{1}{2}$ cents per pound.

8. Sold Charles Smith, on account, a barrel of Flour for \$7, and a barrel of New Orleans Sugar, weighing 234 pounds—weight of cask 20, net weight 214 pounds—at 6 cents per pound.

10. Paid Cash for provisions, for my house, \$7.08. Sold James Carlton a barrel of Flour for \$7, and 2 pounds of Ning Yong Tea, at 45 cents a pound. Bought of him 2 cords of Oak Wood for the Store, at \$5 per cord.
11. The amount of Cash received for Sales to this date is \$324.75. Sold Henry Rand a tub of Butter, 60 pounds—(tub 8½) 51½ pounds net—at 22 cents a pound; and 16½ pounds Cheese, at 13 cents a pound.
13. Charles Smith has given me his Note for \$100, payable in 30 days, in part payment of his account. Paid Cash for Desk, Chairs, Stove, &c., per bill, \$26.50. Sold Dr. Geo. Hammond a barrel of Flour for \$7.25, and 10 gallons of Sperm Oil, at \$1.50 per gallon. He has presented his bill for medical attendance the past year, amounting to \$16.53, and has paid the balance of his account, \$12.85, in cash.
14. Paid Harlow & Co. \$100 on account. Received of Samuel Carter the amount of his Note: principal, \$350, with interest for three months, \$5.25. Bought of R. B. Simpson & Co. a bill of Mdse., amounting to \$123.45, for which I gave my Note, payable 2 months from date.
15. James Carlton has given me an Order on Smith & Farnum for Mdse., to the amount of \$40; and they have delivered me the goods.
17. Sold Samuel Shipman a barrel of Flour, \$7.50; a quintal of Fish, \$4.25; 10 gallons Molasses, at 35 cents a gallon, and a pound of Black Tea, 45 cents. Received of Orlando Palmer, on account, \$10.
Wm. Grimes brought an Order from Charles Smith, requesting me to sell goods to Grimes, to the amount of \$18.46, and to charge the same to his (Smith's) account; and I have delivered the Goods. Paid my Note, No. 1, for \$175, with interest, 6 months and 15 days, \$5.69. Sold Dr. Hammond a tub of Butter, 56 pounds net, at 21½ cents per pound.
18. Bought Mdse. of Harlow & Co., on account, amounting to \$167.19. Received of Henry Rand, on account, \$17. Paid Cash for a ton of Coal, for the Store, \$6.50. The Cash Sales this week amount to \$207.38.
20. Sold James Carlton a barrel of N. O. Sugar, 208 pounds net, at 5½ cents a pound. Lent A. B. Lunt \$500, taking his Note at 60 days for same.
21. Received of Orlando Palmer \$7.25 on account.
22. Delivered to Stephen Williams, on Henry Rand's Order, goods amounting to \$12.
22. Charles Shipman has paid me \$25 on account.
24. Samuel Shipman has sold me 6 barrels of Apples, at \$2.12½ per barrel, and paid the balance of his account in Cash, \$2.95. Paid Preston & Evans \$50 on account.
25. Paid a bill for Clothing, for myself, \$23.95. Sold James Carlton a barrel of Molasses, containing 30 gallons, at 28 cents per gallon, and took his Note, on demand, for the balance of his account \$38.73. The Butter which I sold to Henry Rand on the 11th day of this month, not proving as good as thought it was, I have made him a deduction of \$1.50.
27. C. F. Gerry's Note, No. 2, was paid in to-day, amounting to \$342.80. Gave Harlow & Co., on account, Charles Smith's Note, dated 13th of September, for \$100; and also my Note, payable 60 days from this date, for \$40. The Cash Sales last week amounted to \$295.16.
28. Henry Rand has passed a Note to me, which he had previously received of Zenas Upham, for \$25.

29. Gave Preston & Evans my Note, on demand, for the balance due them \$93.75.
 30. Paid Harlow & Co. \$50 on account. Paid my Clerk's salary the month. \$30.
 Cash Sales for this week, \$169.48. Inventory April 30th, goods in store, \$2543.21. Notes against various persons, \$563.73. Cash, \$756.00.

FOURTH CLASS—ENGLISH LANGUAGE.

1. Explain the following terms as applied to the English language: composite; imported; Teutonic; Indo-European.

What is the groundwork of the language? Its proportion of words, and their character.

Elements next in importance. Class of words introduced from the Latin; from the Greek.

2. Importance of the date 1066. Measures taken to introduce Norman-French. Why were they but partially successful?

Changes by which Anglo-Saxon was converted into Modern English. From what period does the latter date?

3. Why are participles so called? Give all the participial forms of the verb *offer*; of the verb *sleep*. What is our only use of the perfect active participle?

Write a sentence containing the verb *set* used transitively, the indicative past, progressive form. Give the same sentence, changing the verb to the passive voice.

4. Parse the italicized words in the following extract:

"Time hath, my *lord*, a wallet at his back
 Wherein he puts arms for oblivion—
 A great-sized *monster* of ingrattitudes.
 Those scraps are good *deeds* past, *which* are devoured
 As fast as they are made, forgot as soon
 As *done*. * * * * *

To have done, is to hang
 Quite out of fashion, like a rusty *mail*,
 In monumental mockery. * * * * *

Welcome ever smiles,
 And farewell goes out *sighing*. O, let not virtue *seek*
 Remuneration for the thing it was."

5. Analyze the first and fourth sentences of the preceding extract.

6. Derive the following words: *advocate*; *ambition*; *alone*; *carnival*; *disaster*; *imbecile*; *religion*; *rival*; *seminary*; *umbrella*.

7. Distinguish between *ambiguous* and *equivocal*; *authentic* and *genuine*; *avenge* and *revenge*; *pare* and *peel*; *unreadable* and *illegible*.

8. Correct the errors in the following sentences, and give the reason for each correction:

They returned back again to the same city from whence they came forth.

'Tis thine to command: let me, therefore, know your pleasure.

Did you know who you were speaking to? It was me.

They neither intended to have walked so far, or to have been so late; but it was such a pleasant day, every one forgot they'd ought to go home.

No man in this world has, or will be, perfectly happy.

9. Paragraph, capitalize and punctuate the following extract:

And you still possess the pig humph mused peter perhaps we may come to some arrangement the pig was no sooner a member of the company than the household author was summoned by peter who introducing the man of letters to the porker shortly intimated that he must write a part for him for a pig exclaimed the author my dear sir it is impossible that sir impossible is a word which I cannot allow in my establishment.

10. Write a personal description of your most intimate friend.

FOURTH CLASS—LATIN.

1. How may the stem of a noun be found?

Give a tabular arrangement of the case-endings of Latin nouns in all declensions and genders.

2. Illustrate the Declension of Adjectives by the inflection of some adjective of each declension and class.

3. Compare *pejor*, *plus*, *proximus*. Give the declension of *unus* in the singular. What is true of its use in the plural?

Decline *idem*, marking the accentuation.

4. Translate—

Jovem *lacrimeis* oculos *suffusa* nitentes alloquitur Venus.

Se deus obtulit *omnia* Mercurio similia, vocemque coloremque.

Syntax of italicised words. Declension of *deus*. Principal parts of *obtuli*. Who was Mercury? Venus?

5. Give a synopsis of the Present System of *laudo*; the Perfect System of *teneo*; the Supine System of *dico*.

6. Explain the term *deponent* as applied to verbs. Illustrate.

Define *periphrastic*. How are the Periphrastic Conjugations formed? Give an example of each of these conjugations with translation.

7. Translate—

Hic *mihi* Furius pacis commoda commemorat?

Idne *alteri* crimini dabis, quod tu ipse fecisti.

Tua et *mea* maxime interest *te* valere.

Syntax of italicized words. Derive five English words from words in these sentences.

8. Explain from the following examples the difference between the Subjective and Objective Genitive. *Milites impetum hostium sustinuerunt. Crescit amor nummi.*

Distinguish between the Genitive and Ablative of Price.

Force of *nonne* in interrogative sentences; of *num*.

9. Translate—

Ariovistus millibus passuum sex a Caesaris castris consedit.

Tu, Jupiter, Catilinam a tectis urbis, a moenibus, a vita fortunisque civium omnium arcebis.

Parse *consedit*. Derive *tectis*: its synonyms. Which Caesar is referred to? Who was Ariovistus? Catiline?

10. Pronunciation with application of rules.

JUNIOR CLASS—VIRGIL.

1. Name the principal events in the life of Virgil; his greatest work; his most finished work. Purpose of the *Æneid*. Character of its hero as expressed by Latin adjectives.

2. What part do Venus, Juno, Æolus, Neptune and Mercury take in the action of the poem?

3. Poetic names for Italy, Troy, Greece, Sicily and Africa. Origin of each and of the term Latium.

4. Explain the following:—*Sidonian Dido*; *Iulus*; *reliquias Danaum*; *judicium Paridis*; *altæ Romæ*; *Scyllam rabiem*; *Cyclopia sæva*; *a sanguine Teucris*; *nimbo-æus Orion*; *lætitiæ Bacchi*; *Saturnia arva*.

5. Two familiar quotations. Discriminate between *jus*, *fas* and *lex*; *simulo* and *dissimulo*; *cæther* and *æër*. Define and name a patronymic.

6. English derivatives from *Janus*, *Pallas* and *hiberna*. Composition of *decem-plicem*, *aligerum*, *bilingues*, *improvisus*, *equidem grandævus*, *magnanimum*.

7. Name and define the three classes of figures. Point out the figures in *monstrarat*; *furentibus Austris*; *circum dea fudit*; *ore locuta est*; *munera lætitiæque dii*; *molesque et montes altos*.

8. Translate—

Interea magno misceri murmure pontum.
Emissamque hiemem sensit Neptunus et imis
Stagna refusa vadis, graviter commotus; et alto
Prospiciens, summa placidum caput extulit unda.
Desjectam Æneas toto videt æquore classem,
Fluctibus oppressos Troas cœlique ruina;
Nec latuere doli fratrem Junonis itiræ.

Reconcile *graviter commotus* and *placidum caput*.

Explain *stagna*. Difference between *alto prospiciens* and *alto suspiciens*. Syntax of *fratrem*.

9. Translate—

Dissimulant, et nube cava speculantur amicti,
Quæ fortuna viris, classem quo litore linguant.
Quid veniant; cunctis, nam lecti navibus ibant,
Orantes veniam, et templum clamore petebant.
Postquam introgressi et coram data copia fandi,
Maximus Ilioneus placido sic pectore coepit:
"O Regina, novam cui condere Jupiter urbem
Justitiæque dedit gentes frenare superbas,
Troes te miseri, ventis maria omnia vecti,
Oramus: prohibe infandos a navibus ignes,
Parce pio generi et propius res adspice nostras."
* * * * *
"Urbem quam statuo, vestra est; subducite naves;
Tros Tyriusque mihi nullo discrimine agetur
Atque utinam rex ipse Noto compulsus eodem
Afforet Æneas!"

10. Parse *quæ*. Rule for the subjunctives *linguant* and *veniant*. Equivalents for *orantes*. Parse *fandi*. Prose construction for *condere urbem*. Syntax of *frenare*. Two ways of governing *maria*. Syntax of *urbem* and *mihi*. *Afforet*—why subjunctive? Peculiar significance of the tense. Principal parts.

Virgil, Book IV-VI, and Sallust.

1. Subject of the Fourth Book.

Translate—

*Quis tibi tunc, Dido, cernenti talia sensus?
 Quosve dabas gemitus, quam litora fervere late
 Prospicires arce ex summa, totumque videres
 Misceri ante oculos tantis clamoribus sequor?
 Improbe amor, quid non mortalia pectora cogis?*

2. Syntax of italicized words. Of what conjugation is *fervere* by the scanning? Distinction of meaning between *cerno*, *prospicio* and *video*. Derivation of *sequor*.

3. Translate—

"Hunc ego Diti
 Sacrum iussa fero, teque isto corpore solvo."
 Sic ait, et dextra crinem secat, omnis et una
 Dilapsus calor, atque in ventos vita recessit.

Explain *Diti*. Syntax of *corpore*. Explain *crinem secat*.

4. In whose honor, and where, were the games celebrated which are described in Book Fifth? What four kinds of games were celebrated? Give an account of the death of Palinurus. Translate and explain the force of *Aeneas'* lamentation.

"Nudus in ignota, Palinure, jacebis arena"

5. Translate—

*Sate sanguine divum,
 Tros Anchisiade, facilis descensus Averno;
 Noctes atque dies patet atri janua Ditis;
 Sed revocare gradum superasque evadere ad auras,
 Hoc opus, hic labor est.*

Syntax of italicized words. Derivation of *sate*.

6. Translate—

Varium et mutabile semper
 Femina, * * * *
 Illa, viam celerans per mille coloribus arcum
 Nulli visa, cito decurrit tramite virgo.

Syntax of *varium*, *coloribus*, *nulli*. Explain *Charon*, *Cerberus*, *Tartarus*. How is the depth of *Tartarus* described?

SALLUST.

7. Give some account of the life of Sallust. Was he older or younger than Cicero, and how much? Difference between the age of Cicero and Virgil.

8. Date of the Catilinarian conspiracy. Who were the Allobroges, and how were they connected with the conspiracy? What accusation was afterward brought against Cicero for his part in crushing the conspiracy? What was his fate?

9, 10. Translate—

Quæ quidem res mihi in primis videtur causa fuisse facinoris, maturandi. Namque animus impurus, dis hominibusque infestus neque vigiliis neque quietibus sedari poterat: ita conscientia mentem excitam vastabat. Igitur colos exanguis, foedi oculi, citus modò, modò tardus incessus; prorsus in facie vultuque recordia inerat. * * *

Itaque quod plerumque in atroci negotio solet, senatus decrevit, 'darent operam consules, ne quid respublica detrimenti caperet.' Ea potestas per senatum, more Romano, magistratui maxima permittitur, exercitum parare, bellum gerere, coercere omnibus modis socios atque cives, domi militiaeque imperium atque iudicium summum habere; aliter sine populi jussu nulli earum rerum consuli jus est.

Sed Cethego atque Lentulo ceterisque, quorum cognoverat promptam audaciam, mandat, 'quibus rebus possent, opes factionis confirmant, insidias consuli maturent, cædem, incendia, aliaque belli facinora parent: sese propediem cum magno exercitu ad urbem accessurum.'"

Explain the subjunctives.

FOURTH CLASS—FRENCH.

1. What are the combinations of letters which may represent the four nasal vowel sounds?

2. Translate—

He gives me a pen and we give him paper. We like apples. We have good apples. They have sweet apples. Have you books, pens, ink and paper? I have read many books.

What kind or form of article is used in each sentence, and why?

3. Write the plural of the following names: *chapeau, ciel, lieu, fils, travail, chou, clou, cheval, bétail, carnaval*.

Write the masculine singular of the following adjectives: *sotte, molle, publique, maligne, jeune, laborieuse, douce, fraîche, franche, vieille*.

4. Translate—

The rose is more beautiful than the violet. The tulip is less beautiful than the rose. He has more courage than I. I see more than ten men. They read better than the other children.

Give three adjectives which have irregular comparatives. Give three adverbs which have irregular comparatives. How is the superlative relative formed?

5. Translate the following, and parse the verbs.

Vous couvrites la table d'argent. Que je subviennne aux besoins de cette malheureuse famille. Vous verrez mieux de cette place. Faites plus d'attention à votre écriture. Je me taisais contre mon gré.

6. Translate the following, and explain the presence or absence of the article.

Dieu dit, Que la lumière soit, et la lumière fut. Le Pérou a de riches mines d'or, d'argent et de diamants. Je viens de Suisse. Ma sœur demeure en France. Je suis français mais mon père était anglais. Les remèdes sont souvent dégoûtants en proportion de ce qu'ils sont salutaires.

7. Translate the following—give the class and syntax of each pronoun:

Nous devons encourager ceux qui s'appliquent aux arts et aux sciences. Vous ne devez parler de cela devant personne. Prenez cette montre et la portez à votre frère; je crois qu'elle est à lui. Son action est blamable; la vôtre, au contraire, est digne de louange.

8. What is the position of the subject in interrogative sentences—if a noun? if a pronoun? Exception. Translate the following:

Have you seen the master of the house? Has your brother sent his friends a present? Where were your parents last year? What books has your father?

9. Give the rule for the use of *est-ce que* in interrogatives. Translate—

Do I trouble you? Am I going too fast now in your opinion? Ought I to go there to-morrow? Do you think of that every day? He thinks of it often but never speaks of it.

10. Reading for pronunciation.

THIRD CLASS—FRENCH.

1. Translate—

He is the tallest man that I know. It is right that he should know it. I do not believe that we have any. I have a scholar who can translate that. Have you ever seen a man who has shown more courage.

Explain the subjunctives.

2. Translate—

Have you paid him for the windows? I have paid the glazier. Do you buy bread of the baker? They have stolen my books. They ask us for them.

What is peculiar in these verbs?

3. Distinction between *mener* and *épouser*. Examples. Distinction between *mener* and *porter*. Examples. Meaning of *faire* before an infinitive. Examples.

4. Translate—

Je voudrais bien vous être utile, lui dit le roi, mais comment faire? Vous savez que je ne puis suffire à tout qu'à force d'économie, tant ce pays est pauvre. Si vous étiez resté catholique, je pourrais vous gratifier de quelque bon canonicat; j'en ai de temps en temps à ma nomination, et vous concevez que j'aimerais mieux vous en donner un qu'à bien d'autres.

5. Parse the following verbs, giving the principal parts of each, the formation of its tense, and any irregularity; *voudrais, savez, étiez resté, pourrais, concevez*.

6. Rules for the use of *ne* without *pas* or *point*. Examples.

7. Inflect the present and past subjunctive of *dire* and *faire*, and present indicative of *mener* and *appeler*.

8. Translate—

"Mais, ma pauvre Marthe, vous ne savez pas qu'il n'est plus temps de refuser. C'est demain que l'enfant arrive; elle doit être en route à présent. Nous ne pouvons faire autrement que de la recevoir."

"Alors, à quoi bon me demander conseil?"

"Voyons, Marthe, soyez raisonnable. Que voudriez-vous que je fisse?"

"Ce qu'il vous plaira, Madame; si vous voulez rendre la maison intenable, je n'ai rien à dire."

What connection in the tenses of *voudriez* and *fasse*? Write in French—What will you have me do?

9. Dictation.

10. Reading for pronunciation.

THIRD CLASS—GERMAN.

1. Give a tabular arrangement of the characteristics which distinguish the conjugations and classes of irregular verbs.

2. Illustrate this table by giving the Principal Parts of some verb of each conjugation and class.

3. Translate into German:—

God has given reason to mankind.

The unhappy men threw themselves at the feet of the king.

"Misery forced me to steal," said the prisoner.

I compared my translation with yours, and found only two mistakes in it.

Alcibiades was banished from Athens, but he was soon called back again.

4. Translate—

„Die Arbeit hatte schon manchen Tag gedauert und war ihrem Ende nahe, als ein müder Engel ausruhend auf einem der höchsten Gipfel der Alpen saß. „Wie lieblich ist die Erde,“ dachte er, „wie strahlend in ihrer Reinheit — wird sie sich denn aber so rein erhalten? — Wird das Sündenelend und all der Sündenschmutz, der mit so vielem Wasser hier abgewaschen wurde, nicht wieder aufsteigen?“

Parse the italicized words.

5. Distinguish between durch'reißen and durchreißen. Translate—

Can you tell me who has translated Milton's Paradise Lost?

When we came to the river we crossed in a little boat.

A whole regiment of infantry went over to the enemy.

Why have you missed this sentence?

6. Give in German the prominent events of William Tell's life.

7. Translate—

„O, eine edle Himmelsgabe ist
Das Licht des Auges — Alle Wesen leben
Vom Lichte, jedes glückliche Geschöpf —
Die Pflanze selbst lehrt freudig sich zum Lichte.
Und er muß sitzen, fühlend in der Nacht,
Im ewig Finstern —
Sterben ist nichts — doch leben und nicht sehen,
Das ist ein Unglück.“

8. Correct the following sentences:

Gestern meiner Freund ging zu London.

Ich wünsche daß Sie würde haben Acht wenn Sie schreiben diese Brief ab.

Die Mädchen hat in dem Garten gegangen um zu sehen ihren Rosen.

Gibt es einige Dinte in der Dintensaß?

9. Translate—

„Seht, welch ein Fest! Des Tages werden sich
Die Kinder spät als Greise noch erinnern.“

Parse Tages. Synopsis of sich erinnern in the indicative mood, first person, plural.

10. Reading for pronunciation.

FOURTH CLASS—GERMAN.

1. Classify German nouns upon the principle of five declensions. Translate and decline *der Schwager, der Tyrann, der Tag, die Schlacht, das Herz*.

Translate into German each of the following nouns, limit it by its proper article, and give the reason for its gender:—Summer, the carpet, the street, friendship, night, iron, life, the girl, the building, the street-door.

3. Translate into German—

Give it to my friend, Mr. Brown. Both my sisters. All our money. I have some bread. Give me some pens. Give any rules applicable to these expressions.

4. Translate—

„Sie selbst verstand das Gefühl nicht, welches sie durchströmte, aber ich weiß, daß noch nach Jahren, diese Minute und die Natur ringsum, weit schöner, ja weit getreuer, als der Maler sie mit den Farben auf das Papier brachte, ihr vor der Erinnerung schweben wird.“

5. Give the names of the months in their order; the days of the week; the cardinal numbers from one to twenty-one inclusive.

Translate—We arrived in October, 1870, and sailed in January, 1871.

6. Give synopsis of *haben* in both voices, in the subjunctive, third person singular. Inflect the indicative present of *müssen*; the subjunctive imperfect of *müssen*; the indicative pluperfect of *müssen*.

7. Translate into German—

I know I ought to have done it.

Money is good, labor is better, virtue is best.

I have seen many dear friends during my long journey.

The brave soldiers were praised by the general.

My neighbor, whose house you bought last year, is gone to America.

8. Correct the errors in the following sentences, and give the reason for each correction:

Ich weiß den Dame welches Sie habe gesehen. Ist der Buch auf die Tisch? Meiner Bruder ist recht: Sie sollte gehen nicht zu das Stadt. Gestern die Mädchen fand zwei Rose in den Garten. Will Sie geben mich drei Pfund von Zucker?

9. Translate—

„Der Tag brach durch die lichten Wolken; Landleute gingen über die Haide zur Kirche; die schwarzgekleideten Frauen mit ihrem weißen Kopfpuzze schienen wie Geister aus den alten Kirchengemälden herausgetreten. Ringsumher die weite todte Fläche, ringsum das welke braune Heidetraut, schwarze, abgefengte Ebenen zwischen weißen Sandhügeln.“

Singular of *Landleute*; Declension of *Frauen*; of *Kirche*. Present infinitive of *gingen*.

10. Reading for pronunciation.

EXAMINATION IN READING MUSIC.

APRIL, 1871.

Teachers will please examine their Scholars as herein provided, ascertaining also the average result in their several rooms, previous to Friday, April 14th.

RULES.

1. Scholars not to be informed of exercises to be read, or allowed to practice on them previous to examination.
2. Scholars not to be examined continuously on the same exercise.
3. Scholars not to be allowed to correct mistakes in reading.
4. Teachers to prompt only when scholars hesitate, but such hesitation to count as failures.
5. Scholars having a written examination, to rule the staff on blank paper, and complete the entire exercise at one sitting; each alteration to count a failure.
6. The time for written exercises limited as follows:—in Rooms 9 and 10 to 15 minutes, No. 11 to 30 minutes, No. 12 to 45 minutes. High School to 60 minutes.
7. Perfect recitations to be marked 100—each failure to count as follows: in Room No. 1, 10 off; in Rooms Nos. 2, 3, 4, 5, 6 and 7, 5 off; in Room No. 8, 2 off; in Rooms Nos. 9 and 10, $1\frac{1}{2}$ off; in Room No. 11, 1 off; in Room No. 12, $\frac{1}{2}$ off. High School $\frac{1}{2}$ off.

SCHEME.

Room No. 1.—Each scholar to read by syllable one half of either of the following exercises on page 7 of the Music Reader: Nos. 17, 18, 19, 20, 21 or 22.

Rooms Nos. 2, 3, 4, 5, 6 and 7.—Each scholar to read a line of music by syllable from the Music Reader, as follows: No. 2 from page 14, Nos. 3 and 4 from page 17, No. 5 from page 19, No. 6 from pages 26 and 27, and No. 7 on the Treble Clef from pages 31 and 32.

Room No. 8.—Each scholar to read a line of music, by syllable, from pages 36 and 37 of the Music Reader.

Room No. 9.—Each scholar to copy the Soprano and Bass of one brace of exercise 426, page 51 of the Music Reader, writing under the Notes of each part the appropriate letters and syllables.

Room No. 10.—Each scholar to copy exercises 566 and 567, page 73 Music Reader, or 573 and 574, page 74, writing the appropriate syllables and letters under the notes of each exercise.

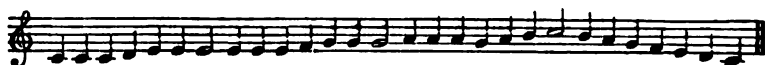
Rooms Nos. 11 and 12.—Each scholar of No. 11 to copy the Soprano and Bass of tune Mendon, page 119 Music Reader, and transpose the same into the Key of G. writing under the notes of each exercise the appropriate syllables and letters, Room No. 12 the same as No. 11, with an additional transposition into the Key of D.

High School and Latin Department.—The exercise for the High School will be the same as for No. 12, with an additional transposition into the Key of A. Latin Department the same as for No. 11.

NEW HAVEN PUBLIC SCHOOLS.

Examination in Sight Singing, April, 1871.

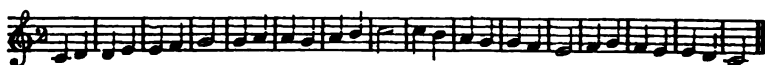
ROOM 1.



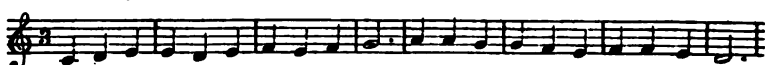
ROOM 2.



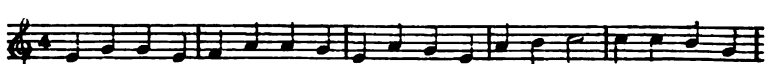
ROOM 3.



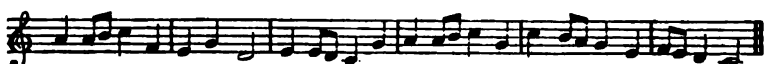
ROOM 4.



ROOM 5.



ROOM 6.



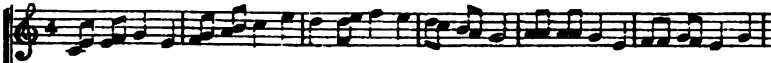
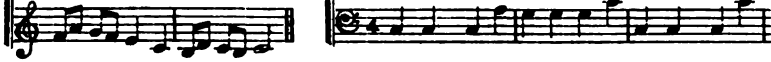
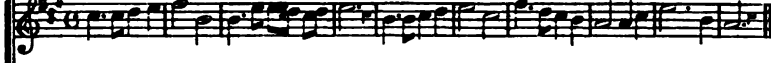
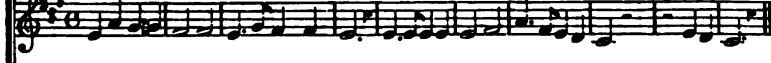
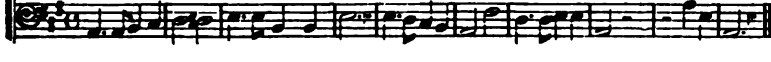
ROOM 7. Upper part only.*ROOM 8. Both parts.**ROOM 9. Two upper parts.**ROOM 10. All three parts.**ROOM 11. Two upper parts**ROOM 12. All three parts.**HIGH SCHOOL.**1st Soprano.**2d Soprano.**Alto.**Bass.*

TABLE III.

Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seals.	No. Regist.	Av. No. Boys.	Av. No. Girls.	Total.	Av. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. with'd'n.	No. Susp.	No. Absces.	No. Tard.	No. half da. with- out ab. or tard.	No. Trans- ces.	Av. Age. T. M.	Sing. Ses.	Teachers. Ab.	Tard.
HIGH SCHOOL,	2	105	109	30.8	71.3	102.1	99.2	97.1	9	28	1	1083	88	177	47	25	16.5	26	5
	1	99	86	40.8	36.3	77.1	74.5	96.6	1	16	1	998	32	88	58	26	14.8	26	6
TOTALS..	2	204	195	71.6	107.6	179.2	173.7	96.9	10	44	2	2081	120	265	105	51	15.6 $\frac{1}{2}$	26	11
WEBSTER, -----	12	60	60	21.4	29.9	51.3	48.6	94.7	3	44	0	1047	14	197	60	36	14.5	14	2
	11	48	54	20.3	21.4	41.7	40.3	96.6	4	29	1	563	6	219	167	91	13.6	14	0
	10	48	55	22.6	22.3	44.9	43.8	97.5	2	30	1	423	4	228	235	153	13.1	14	0
	9	48	54	24.6	20.4	45.0	44.2	98.2	2	20	1	307	0	245	264	189	12.5	14	0
	8	48	55	26.4	20.7	47.1	45.4	96.4	4	37	1	697	13	160	202	120	11.1	14	96
	7	48	57	23.9	22.6	46.5	44.9	96.5	5	30	0	631	6	210	182	130	11.7	14	28
	6	52	57	29.0	22.2	51.2	48.1	93.9	4	22	0	1195	23	88	89	26	10.5	14	0
	5	52	66	28.2	22.2	50.4	47.4	94.0	13	27	2	1144	14	82	71	22	10.3	14	2
	4	50	54	26.6	22.6	49.2	47.1	95.7	3	23	2	855	11	152	136	60	9.6	14	0
	3	50	55	22.9	24.8	47.7	45.6	95.6	5	42	0	788	12	173	123	59	9.0	14	0
	2	48	57	26.4	20.5	46.9	44.7	95.3	3	36	0	901	27	120	159	55	7.4	14	0
	1	48	61	26.2	22.7	47.9	45.4	94.8	7	43	0	964	26	131	117	44	6.11	14	2
TOTALS..	12	600	685	297.5	272.3	569.8	545.5	95.7	55	383	8	9515	156	2005	1805	985	10.10	14	49
WASHINGTON, -	8	48	56	30.2	16.6	46.8	43.2	92.3	18	31	5	1409	80	52	77	13	11.4	19	20
	7	48	57	23.4	21.8	45.2	41.6	92.0	15	18	10	1397	44	82	70	13	11.0	19	9
	6	50	58	28.2	21.0	49.2	45.5	92.5	7	25	2	1426	74	87	65	11	10.4	19	8
	5	48	56	29.7	17.7	47.4	44.3	93.5	10	19	4	1218	70	60	141	29	9.7	19	20
	4	50	60	29.3	19.1	48.4	45.2	93.4	17	19	5	1237	85	64	106	26	8.9	19	0
	3	55	63	25.0	27.1	52.1	48.6	93.3	13	21	2	1451	61	100	54	25	8.2	19	14
	2	56	61	29.0	22.0	51.0	47.2	92.5	19	25	2	1491	66	61	68	21	7.6	19	8
	1	56	65	33.5	17.9	51.4	47.3	92.0	25	27	2	1596	102	55	77	22	6.5	19	6
TOTALS..	8	411	475	228.3	163.2	391.5	362.9	92.7	124	185	32	11225	582	561	556	160	9.2	19	85

TABLE III—continued.—Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Registered.		Av. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. with'd'n.	No. Sup.	No. Abs'ces.	No. half ds with- out ab. or tard.			No. Truan- cies.	Av. Age. y. m.	Sing. Seas.	Teachers.			
				Boys.	Girls, Total.							Tard.	Boys.	Girls.				All.	Ab.	Tard.	
EATON, -----	12	58	61	22.5	24.6	47.1	45.7	97.3	16	14	0	527	18	209	171	106	9	4	0		
	11	50	55	26.3	13.7	40.0	38.0	96.0	10	17	0	822	25	119	138	71	1	13.9	9	8	0
	10	50	43	21.7	13.9	35.6	34.0	98.3	9	17	0	608	8	156	182	89	0	13.7	9	0	0
	9	50	45	21.4	18.3	39.7	37.2	93.7	8	18	0	958	11	139	84	42	2	12.7	9	0	0
	8	48	49	23.6	16.7	40.3	37.6	93.3	12	14	0	1038	20	119	81	31	1	12.0	9	0	0
	7	51	53	28.8	16.8	45.6	42.7	93.6	8	27	0	1062	49	72	124	31	12	11.8	9	5	6
	6	58	66	29.8	24.3	54.1	50.9	94.1	19	26	1	1214	67	127	85	34	4	10.9	9	0	0
	5	58	64	25.7	29.9	55.6	52.3	94.1	29	19	0	1161	47	127	69	37	1	10.1	9	4	0
	4	57	62	26.0	28.6	54.6	51.8	94.8	37	11	2	1101	8	147	92	61	3	9.10	9	9	1
	3	50	61	29.1	24.4	53.5	51.8	96.7	30	7	0	693	28	173	173	107	0	8.7	9	0	0
	2	60	62	35.9	22.0	57.9	55.3	95.5	14	16	0	957	67	128	143	56	0	8.0	9	0	0
	1	60	65	33.9	20.5	54.4	50.8	93.7	40	15	0	1408	106	57	116	28	13	6.2	9	2	3
TOTALS..	12	650	686	324.7	253.7	578.4	548.1	94.8	232	201	3	11549	454	1573	1458	693	37	11.0	9	32	10
WOOSTER, -----	12	48	47	14.6	26.6	41.2	39.3	95.4	8	10	0	766	3	242	125	59	0	14.7	22	73	4
	11	51	48	16.4	26.4	42.8	40.6	94.9	5	15	0	811	13	205	91	62	0	13.7	22	0	7
	10	51	53	20.3	23.9	44.2	41.7	94.3	13	24	3	908	18	169	87	55	0	12.1	22	4	3
	9	51	51	24.7	22.8	47.5	45.0	94.7	4	20	0	908	16	125	113	45	0	11.11	22	3	38
	8	55	58	24.0	21.9	45.9	47.9	95.8	22	24	0	771	24	144	138	81	1	11.4	22	1	7
	7	51	54	22.7	24.0	46.7	44.5	96.3	18	15	11	774	15	180	130	77	11	11.2	22	1	1
	6	61	61	25.3	27.5	52.8	50.5	95.6	35	8	2	909	42	142	103	32	4	9.10	22	2	1
	5	61	63	34.0	24.9	58.9	56.5	95.9	22	8	1	669	46	155	203	104	3	9.10	22	0	0
	4	61	64	40.3	19.3	59.6	57.1	95.8	21	18	1	839	35	92	174	49	8	8.11	22	0	5
	3	61	62	30.5	22.8	53.3	51.9	97.3	28	16	7	568	65	167	189	95	8	8.4	22	42	2
	2	61	65	28.8	19.6	48.4	46.4	96.8	35	14	0	788	46	126	147	61	2	6.11	22	3	7
	1	61	63	34.1	19.9	54.0	52.0	96.3	51	9	0	791	37	105	204	66	0	6.2	22	2	11
TOTALS..	12	673	679	319.7	279.6	599.3	573.4	95.7	262	181	25	9452	360	1852	1704	786	37	10.8	22	131	86

TABLE III—continued.—Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Boys.	Av. No. Girls.	Total.	Av. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. with'dn.	No. Susp.	No. Abs'ced.	No. Tard.	No. half ds. with- out Ab. or Tard.	All	No. Truan- cles.	Av. Age. Y. M.	Sing. Seat.	Teachers. Ab. Tard.		
HOWARD AV., -	12	50	52	11.6	28.1	39.7	37.5	94.5	8	18	0	856	7	216	96	64	1	14.5	21	85	39
	11	50	54	19.2	21.6	40.8	37.7	92.4	8	31	4	1237	35	99	75	25	3	13.8	21	0	2
	10	50	60	28.0	20.1	48.1	44.7	92.9	7	20	5	1213	48	82	69	20	3	13.3	21	82	8
	9	50	55	27.8	18.7	46.5	43.5	93.5	7	27	6	1173	45	79	92	28	11	12.1	21	51	5
	8	50	59	25.2	21.1	46.3	44.0	95.0	8	20	15	857	59	107	109	40	3	11.7	21	0	0
	7	50	56	23.4	23.0	46.4	43.9	94.6	7	23	2	969	31	116	106	37	5	11.3	21	1	0
	6	56	62	25.6	24.4	50.0	46.6	93.2	11	23	4	1323	50	83	53	12	4	10.8	21	0	6
	5	56	64	28.6	23.6	52.2	48.8	93.4	4	32	3	1350	42	102	73	38	4	10.0	21	2	7
	4	64	66	32.7	26.8	59.5	57.2	96.1	3	25	0	858	42	147	150	64	1	9.6	21	2	2
	3	64	66	36.6	23.5	60.1	55.1	91.6	12	20	3	1894	59	32	58	9	6	9.5	21	0	9
TOTALS..	2	64	63	24.5	32.9	57.4	54.1	94.2	18	18	1	1461	40	115	76	43	3	8.2	21	6	4
	1	63	68	27.9	32.1	60.0	55.1	91.8	43	23	0	1900	18	78	42	17	0	6.11	21	4	4
	12	667	725	311.1	295.9	607.0	568.2	93.6	136	280	43	15091	476	1256	998	397	44	11.0	21	233	86
	9	50	48	7.8	33.1	40.9	38.6	94.3	0	13	0	884	62	216	113	84	0	11.11	21	0	0
HAMILTON, ---	8	70	73	25.3	39.3	64.6	62.6	96.5	2	14	5	638	31	162	111	65	0	11.3	21	6	4
	7	42	45	16.1	24.6	40.7	39.0	95.8	0	11	2	642	13	262	125	97	0	10.8	21	0	3
	6	46	52	17.0	26.6	43.6	42.0	96.3	1	9	3	543	14	241	165	139	0	10.2	21	48	1
	5	50	55	22.3	26.9	49.2	47.7	96.9	0	9	1	570	18	156	142	107	0	9.1	21	10	1
	4	58	63	30.3	27.1	57.4	55.8	97.2	3	10	3	578	38	244	213	175	0	9.0	21	1	1
	3	58	62	28.3	29.4	57.7	55.7	96.5	0	8	1	703	57	170	157	118	0	7.6	21	9	0
	2	60	63	24.7	34.0	58.7	56.4	96.1	17	11	2	949	34	217	138	77	1	6.6	21	1	0
	1	60	63	24.0	36.0	60.0	58.6	97.6	0	6	0	578	21	310	163	159	0	5.3	21	1	1
	9	494	524	195.8	277.0	472.8	456.4	96.5	23	91	17	6085	288	1978	1327	1021	1	9.0	21	76	11
	CHERRY ST.,---	2	50	62	24.0	22.6	46.6	41.9	89.9	0	27	1	1669	357	34	40	12	0	10.10	12	0	0
	1	60	51	31.0	25.9	56.9	51.9	91.2	0	25	0	1898	407	53	48	15	0	8.3	12	0	0
TOTALS..	2	110	113	55.0	48.5	103.5	93.8	90.6	1	52	1	3567	764	87	88	27	0	9.7	12	0	0

TABLE III—continued.—Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Registered.		Av. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. with'd'n.	No. Susp.	No. Abs'ces.	No. half days with- out Ab. or Tard.			No. Truan- cles.	Av. Age. Y. M.	Sing. Bess.	Teachers.			
				Boys.	Girls.							Total.	No. Tard.	Boys.				Girls.	All.	Ab.	Tard.
DIXWELL, -----	7	49	58	22.1	21.3	43.4	40.6	93.5	17	39	2	1068	63	118	85	37	1	12.6	17	54	27
	6	50	56	26.3	23.5	48.8	46.0	94.2	11	22	3	846	123	110	146	58	1	11.3	17	0	19
	5	50	58	24.4	24.7	49.1	47.9	97.5	10	33	1	487	72	214	178	114	0	10.9	17	11	0
	4	51	59	24.5	26.4	50.9	48.5	95.3	5	30	0	956	92	99	122	49	1	9.6	17	18	2
	3	55	65	30.4	25.0	55.4	53.0	95.7	16	54	1	995	118	137	149	67	0	8.4	17	2	4
	2	55	60	35.4	15.7	51.1	47.8	93.5	21	39	1	1336	176	74	123	43	3	6.10	17	13	6
TOTALS..	1	43	54	15.1	17.6	32.7	29.7	90.8	15	30	0	1139	118	81	93	33	0	6.2	17	9	4
	7	353	410	177.2	154.2	331.4	313.5	94.6	95	247	8	6827	762	833	896	401	6	9.4	17	107	62
FAIR ST., -----	4	50	39	18.4	12.7	31.1	29.4	94.5	9	8	1	636	12	187	210	116	0	10.5	19	12	5
	3	50	45	18.1	14.1	32.2	30.2	93.8	11	11	1	764	66	157	141	80	0	9.3	19	46	3
	2	50	49	18.5	16.9	35.4	32.8	92.6	17	13	0	1035	63	99	129	48	2	8.3	19	35	7
	1	50	56	19.2	14.6	33.8	31.7	93.8	12	13	1	850	110	135	178	74	2	6.5	19	19	7
TOTALS..	4	200	189	74.2	58.3	132.5	124.1	93.7	49	45	3	3265	251	578	658	318	4	8.6	19	112	22
SOUTH ST.,-----	6	52	51	21.5	23.0	44.5	48.8	98.5	0	39	1	271	9	266	226	206	2	11.0	19	23	10
	5	50	57	21.3	22.5	43.8	42.5	97.0	5	24	7	488	36	239	181	132	8	9.10	19	6	3
	4	50	54	22.5	24.0	46.5	45.3	97.6	4	22	3	414	10	211	248	145	2	8.10	19	0	8
	3	50	57	21.9	25.3	47.2	45.4	96.2	1	15	5	722	24	146	151	71	5	8.1	19	42	11
	2	50	54	22.6	24.2	46.8	45.2	96.6	9	27	1	636	41	207	212	131	3	7.5	19	0	1
	1	50	58	24.4	22.0	46.4	43.7	94.2	26	31	0	1030	72	150	130	57	1	6.1	19	88	10
TOTALS..	6	302	331	134.2	141.0	275.2	265.9	96.6	45	158	17	3561	192	1219	1148	742	21	8.7	19	159	43
GOFFE ST.,-----	3	58	52	22.5	17.4	39.9	33.1	82.9	1	29	1	2707	250	28	21	8	12	11.11	20	5	1
	2	40	38	12.7	14.2	26.9	23.4	83.3	9	16	1	1359	132	46	32	10	1	9.4	20	2	3
	1	40	53	15.3	14.0	29.3	26.2	89.4	8	19	2	1108	172	82	116	55	6	6.1	20	4	8
TOTALS..	3	138	143	50.5	45.6	96.1	81.7	85.2	18	64	4	5174	554	156	169	73	19	9.1	20	11	12

TABLE III—continued.—Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Registered.		Av. Daily Attend.	Perct. Attend.	No. Drop'd.	No. with'd'n.	No. Susp.	No. Absces.	No. Tard.	No. half ds. with- out Ab. or Tard.		No. Truan- cles.	Av. Age. Y. M.	Sing. Bess.	Teachers.			
				Boys.	Girls.								Total.	Boys.				Girls.	Ab.	Tard.	
EDWARDS ST.,--	3	55	50	22.1	21.6	43.7	41.0	93.8	5	18	1	657	75	77	60	22	9.8	14	0	4	
	2	55	57	31.3	11.2	42.5	40.4	95.1	6	10	1	633	107	58	137	33	8.2	14	0	13	
	1	58	64	24.3	28.2	52.5	48.0	91.4	11	10	1	1235	122	73	19	14	7.1	14	0	2	
TOTALS..	3	168	171	77.7	61.0	138.7	129.4	93.3	22	38	3	2515	304	208	216	69	8.4	14	0	19	
DIVISION ST.,--	2	50	46	22.6	18.2	40.8	36.0	88.2	17	22	0	1788	48	40	43	26	5	11.0	8	4	0
	1	50	51	21.3	18.3	39.6	36.7	92.7	16	15	0	1052	14	149	163	127	1	7.2	8	2	0
TOTALS..	2	100	97	43.9	36.5	80.4	72.7	90.4	33	37	0	2840	62	189	306	153	6	9.1	8	6	0
ELM ST.,-----	2	54	57	30.2	20.7	50.9	50.5	99.2	0	8	0	140	20	305	325	279	2	10.5	3	6	0
	1	54	56	28.8	20.4	49.2	48.7	98.9	0	13	1	231	54	239	285	216	1	7.5	3	13	1
TOTALS..	2	108	113	59.0	41.1	100.1	99.2	99.1	0	21	1	371	74	544	610	495	3	8.11	3	19	1
HOWARD AV. } BRANCHES. }	2	29	39	15.2	13.1	28.3	25.9	91.5	1	19	1	741	7	171	179	118	1	6.3	18	21	8
	1	51	59	25.2	22.1	47.3	40.9	86.5	17	27	2	1549	131	71	81	31	10	6.4	20	0	8
TOTALS..	2	80	98	40.4	35.2	75.6	66.8	88.4	18	46	3	2290	138	242	260	149	11	6.4	19	21	16
WHITING ST.,--	1	78	104	36.7	38.6	75.3	64.7	85.9	26	56	3	3023	292	2	2	2	19	9.2	22	6	5
CITY POINT, ---	1	34	36	13.2	13.5	26.7	24.9	93.2	8	6	0	575	177	173	142	119	0	9.1	30	4	0
BROAD ST., ----	1	35	41	15.2	16.8	32.0	30.3	94.7	2	25	0	533	43	127	128	55	6	6.6	14	0	0

TABLE IV.
Summary of Statistics—Showing Attendance, &c., at all the Schools, during the Year.

SCHOOLS.	No. Teach.	No. Rooms	No. Schs.	No. Regs.	Average No. Registered.		Ar. Daily Attend.	Per Ct. Attend.	No. D'y'd.	No. Wk'd'n	No. Susp.	No. Absent.	No. Tard.	No. 4 days without Att. or tard.			Ar. Age. Y. M.	Sing. Schs.	Teachers.	
					Boys.	Girls.								Boys.	Girls.	All.			Ab.	Tard.
High School	7	2	204	196	71.6	107.6	173.2	96.9	10	44	2	2081	120	265	105	51	15.64	26	22	11
Webster	13	12	600	685	297.5	272.3	569.8	95.7	55	383	8	9515	155	2005	1805	985	10.10	14	128	49
Katon	13	12	650	686	324.7	253.7	578.4	94.8	252	201	3	11549	454	1673	1458	693	11.0	9	32	10
Wooler	13	12	673	679	319.7	279.6	599.3	95.7	262	181	25	9452	360	1852	1704	786	10.8	22	131	86
Dwight	14	12	622	697	302.8	315.4	618.2	95.9	124	256	3	10195	447	1960	1721	947	10.8	18	29	27
Skinner	14	12	600	697	296.9	280.4	576.3	95.1	126	202	22	10565	421	1701	1524	713	10.6	17	77	78
Howard Av.	14	12	667	725	311.1	295.9	607.0	93.6	136	280	43	15091	476	1256	998	397	11.0	21	233	86
Hamilton	11	9	494	524	195.8	277.0	472.8	96.5	23	91	17	6085	288	1978	1327	1021	9.0	21	76	11
Washington	13	8	411	475	228.3	163.2	391.5	92.7	124	185	32	11225	582	561	566	160	9.2	19	85	63
Dixwell	8	7	353	410	177.2	154.2	331.4	94.6	95	247	8	6827	762	833	896	401	9.4	17	107	62
South Street	6	6	302	331	134.2	141.0	275.2	96.6	45	158	17	3561	192	1219	1148	742	8.7	19	159	43
Fair Street	7	4	200	189	74.2	58.3	132.5	93.7	49	45	3	3285	251	578	658	818	8.6	19	112	22
Goffe Street	4	3	138	143	50.5	45.6	96.1	85.2	18	64	4	5174	554	156	169	73	9.1	20	11	12
Edwards Street	3	3	168	97	43.9	36.5	80.4	90.4	33	37	0	2840	62	199	206	69	8.4	14	0	19
Division Street	2	2	108	113	59.0	41.1	100.1	99.2	0	21	1	371	74	544	610	495	8.11	3	19	1
Elm Street	2	2	110	113	55.0	48.5	103.6	98.8	0	52	1	3567	764	87	88	27	9.7	12	0	0
Cherry Street	2	2	78	104	36.7	38.6	75.3	85.9	26	56	3	3023	292	2	2	19	9.2	22	6	5
Whiting Street	2	1	34	36	13.2	13.5	26.7	93.2	8	6	0	575	177	173	142	119	9.1	30	4	0
City Point	1	1	36	41	15.2	16.8	32.0	94.7	2	25	0	533	43	127	128	55	6.6	14	0	0
Broad Street	1	1	36	41	15.2	16.8	32.0	94.7	2	25	0	533	43	127	128	55	6.6	14	0	0
How'd Av. Branch.	2	2	80	98	40.4	35.2	75.6	88.4	18	46	8	2290	138	242	260	149	6.4	19	21	16
Totals for 1871	152	125	6627	7209	3124.6	2935.4	6060.0	94.6	1408	2618	198	120319	6917	17609	16921	8566	9.87	--	1268	601
" 1870	146	121	6382	6878	----	----	5502.2	94.56	--	3196	350	117936	7210	16866	14839	7561	590	9.84	--	--
Gain,	8	4	245	331	----	----	241.5	.04	----	578	162	*2283	238	1143	1482	795	*3	*.14	--	--

* Loss.

TABLE V.—PERFECT ATTENDANCE.

The following Table presents all rooms in which *all the pupils* have been present 100 half days or more during the year.

N. B.—Perfect attendance cannot be counted if, for any cause, any pupil is not in seat at the hour of commencing School, (9 o'clock A. M. and 2 P. M.), or is dismissed before the hour of closing, (12 and 4 o'clock).

SCHOOLS.	ROOMS.	TEACHERS.	No. of days in 1870-71.			No. of days in 1869-70.			No. of days in 1868-69.		
			All present.	Boys.	Girls.	All present.	Boys.	Girls.	All present.	Boys.	Girls.
1. Dwight School,	No. 11.	Miss Bernard.	265	318	308	289	318	332	265	332	281
2. Dwight "	" 12.	Mr. Camp.	215	347	234	198	306	230	186	320	196
3. South "	" 6.	Miss Pinney.	206	206	206	119	178	213	186	196	164
4. Webster "	" 9.	Miss Tyler.	189	264	245	199	256	276	148	256	199
5. Hamilton "	" 4.	Miss Leary.	175	244	213	203	283	219	181	221	169
6. Hamilton "	" 1.	S. M. Cyril Welch.	169	310	163	141	284	154	----	----	----
7. Webster "	" 10.	Miss Everts.	163	228	235	----	----	----	----	----	----
8. South "	" 4.	Miss J. E. Barber.	145	248	211	123	198	206	100	188	187
9. Hamilton "	" 6.	S. M. Arsenius Caden.	139	241	165	----	----	----	----	----	----
10. South "	" 5.	Miss R. P. Arnold.	132	239	181	----	----	----	----	----	----
11. South "	" 2.	Miss E. A. Morgan.	131	207	212	----	----	----	----	----	----
12. Webster "	" 7.	Miss Fagan.	130	210	182	----	----	----	----	----	----
13. Skinner "	" 12.	Mr. Davis.	129	255	182	110	274	156	----	----	----
14. Division "	" 1.	Miss Bryant.	127	149	163	----	----	----	----	----	----
15. Webster "	" 8.	Miss M. E. Graves.	120	160	202	125	194	217	----	----	----
16. City Point "	" 1.	Mrs. Livingston.	119	173	142	189	239	162	----	----	----
17. Howard Av.	" 2.	Miss McLaughlin.	118	171	179	----	----	----	----	----	----
18. Hamilton "	" 3.	S. M. Katie Whelan.	118	170	157	168	256	210	140	227	184
18. Fair St.	" 4.	Miss Griffing.	116	187	210	----	----	----	----	----	----
20. Dixwell "	" 6.	Miss Kennedy.	114	214	178	----	----	----	----	----	----
21. Skinner "	" 11.	Miss Curtis.	107	275	135	----	----	----	----	----	----
21. Eaton "	" 3.	Miss Hovey.	107	173	173	129	217	185	109	213	173
21. Hamilton "	" 6.	S. M. Celestine Wall.	107	156	142	----	----	----	----	----	----
24. Wooster "	" 5.	Miss Thatcher.	104	155	203	----	----	----	----	----	----
26. Dwight "	" 1.	Mrs. Bradley.	103	162	213	----	----	----	----	----	----

N. B.—The above are entered in the order of rank; No. 11 (Dwight) standing 1st, as it has during the two years previous.

TABLE VI.—Table showing the NUMBER of scholars who have not been absent nor tardy during each of the three terms of the year.

Rooms, No. 12		11	10	9	8	7	6	5	4	3	2	1		
Fall Term.	High School,	--	--	--	--	--	--	--	--	--	--	77	77	
	Webster,	16	9	11	4	4	3	4	6	7	12	5	17	98
	Eaton,	11	12	9	5	5	7	15	8	9	9	7	8	105
	Wooster,	5	4	6	8	13	12	7	17	8	10	7	0	97
	Dwight,	24	20	15	23	13	2	11	10	13	13	12	9	165
	Skinner,	14	11	10	6	3	12	16	11	8	21	18	0	130
	Howard Av.,	6	4	2	0	3	6	6	12	10	4	3	5	61
	Hamilton,	--	--	--	2	20	9	10	15	18	10	3	19	106
	Washington,	--	--	--	--	4	3	4	5	2	2	3	5	29
	Dixwell	--	--	--	--	--	3	5	22	10	6	3	1	50
	South St.,	--	--	--	--	--	--	12	10	16	13	8	9	68
	Fair St.,	--	--	--	--	--	--	--	--	5	3	3	1	12
	Cherry St.,	--	--	--	--	--	--	--	--	--	--	--	3	3
	Howard Av. Br.,	--	--	--	--	--	--	--	--	--	--	2	3	5
City Point,	--	--	--	--	--	--	--	--	--	--	--	3	3	
Broad St.,	--	--	--	--	--	--	--	--	--	--	--	--	0	
	76	60	53	48	65	57	90	116	106	103	74	160	1008	
Winter Term.	High School,	--	--	--	--	--	--	--	--	--	--	62	62	
	Webster,	8	18	16	9	7	4	3	4	8	5	4	7	93
	Eaton,	11	9	9	11	4	10	11	4	6	6	8	2	91
	Wooster,	9	5	2	5	12	7	6	30	15	13	10	0	113
	Dwight,	31	22	7	18	13	12	15	10	22	13	18	10	191
	Skinner,	12	9	8	2	4	4	8	7	7	6	2	2	71
	Howard Av.,	5	3	5	4	3	3	3	5	15	4	5	2	57
	Hamilton,	--	--	--	1	14	7	12	12	10	4	6	10	76
	Washington,	--	--	--	--	4	4	1	3	0	4	5	0	21
	Dixwell,	--	--	--	--	--	5	4	24	13	2	3	0	51
	South St.,	--	--	--	--	--	--	11	13	14	5	7	3	53
	Fair St.,	--	--	--	--	--	--	--	--	8	2	2	1	13
	Edwards St.,	--	--	--	--	--	--	--	--	--	5	5	3	13
	Cherry St.,	--	--	--	--	--	--	--	--	--	0	0	0	0
	Howard Av. Br.,	--	--	--	--	--	--	--	--	--	--	0	2	2
	Broad St.,	--	--	--	--	--	--	--	--	--	--	--	2	2
	City Point,	--	--	--	--	--	--	--	--	--	--	--	3	3
	76	66	47	50	61	56	73	112	118	69	75	109	912	
Summer Term.	High School,	--	--	--	--	--	--	--	--	--	--	95	95	
	Webster,	16	22	22	27	20	12	6	15	19	14	17	11	201
	Eaton,	12	13	11	7	8	6	13	8	9	15	7	6	115
	Wooster,	6	5	7	13	15	12	14	12	18	24	12	17	155
	Dwight,	40	41	22	30	19	17	17	16	24	14	26	17	283
	Skinner,	21	15	14	9	12	12	11	12	18	21	12	17	174
	Howard Av.,	18	14	10	11	8	13	13	12	18	7	11	15	150
	Hamilton,	--	--	--	6	16	7	3	18	12	11	9	19	101
	Washington,	--	--	--	--	11	8	9	11	6	15	7	6	68
	Dixwell,	--	--	--	--	--	14	24	29	18	21	9	6	121
	South St.,	--	--	--	--	--	--	22	17	17	15	18	11	100
	Fair St.,	--	--	--	--	--	--	--	--	6	5	5	6	22
	Edwards St.,	--	--	--	--	--	--	--	--	--	11	15	9	35
	Cherry St.,	--	--	--	--	--	--	--	--	--	--	--	11	11
	Howard Av. Br.,	--	--	--	--	--	--	--	--	--	--	5	9	14
	Broad St.,	--	--	--	--	--	--	--	--	--	--	--	10	10
	City Point,	--	--	--	--	--	--	--	--	--	--	--	5	5
	113	110	86	103	109	96	132	150	165	173	153	270	1660	

Names of Pupils who have been neither absent nor tardy during the past year, or longer.

NOTE.—Pupils whose names are in small capitals have been two years or more without absence.

HIGH SCHOOL.

CLASS OF 1871.—Misses S. J. GIBSON, L. A. Bradley, M. A. Byrne, F. I. Andrews.

SENIOR CLASS, (1872).—Masters W. A. PRATT, S. F. Chamberlain, W. C. Roberts, J. L. Franklin. Misses A. S. JOHNSON, A. T. Somers, M. E. Weld, H. M. ROBERTS, M. J. QUINLEY.

JUNIOR CLASS.—Master W. E. Doty, Miss M. L. Johnson.

THIRD CLASS.—Masters W. W. Gibson, R. J. Gibson, E. Armstrong, E. L. Linsley, E. Taylor. Misses H. E. Sperry, M. P. Moffat, A. E. Hayes, F. E. Harrison, D. E. Buckley, N. A. Scranton, N. L. Baldwin.

FOURTH CLASS.—Masters F. A. Dudley, E. K. ROBERTS, F. E. Hemingway, F. E. Strong.

Names of Pupils who entered the High School in April, and who have not been absent since their admission.

From Dwight School.

Masters F. W. Canada, H. B. Smith. Misses G. Halliday, K. M. Fowler, C. B. Root.

From Eaton School.

Master F. H. Quinley. Miss K. L. Bolton.

From Skinner School.

Misses K. D. Hall, S. A. Wilcox, C. E. Taft, H. A. Prince.

From Webster School.

Master F. J. Taylor. Misses A. M. Brennan, C. F. Allan, M. L. Bradley, J. W. Gardner, J. D. Bedell.

From Wooster School.

Master J. H. Tuttle. Misses L. M. Benton, F. Harrison, A. M. Dana, S. G. Stow.

WEBSTER SCHOOL.

Room

- No. 12. Edward A. Dickerman, Hattie H. Harrison, WALTER E. LEWIS, James W. Sears.
11. Lillie Clark, Emily Ingoldsby, Alice Rown, Mary Travers, ELLA M. REYNOLDS.
10. Elisha Dickerman, ANNA M. GOEBEL, James Gunchon, Isabella Mescham, Nancy Roston, John Smith.
9. Anna Regan, Adolph Hoffmeister, JOHN GOULD, Emma Briggs.
8. Edward Williams, Dora Mosstetter.
5. Mary Pflegar, Anna Turnbull.
4. Alice Grear.
3. Maggie Flynn, Katie Shanley.
2. Robert Early, Lizzie Pflegar.

EATON SCHOOL.

Room

- No. 12. ATHERTON BARNES, Hattie Bradley, Julian Cramer, Arthur Harrison, Mary Lego, Richard Moore, James Merwin, Bennie Smith.
11. Ernest Johnson, Fred. K. Little, John Ruff, Fred. Ketterer, Sophia Saville.
10. Minnie Rowling, Freddie Betta, Herman Schultz, Louis Doerschuck, GEORGE H. ROBERTSON.
9. DANIEL McNAMARA, 4 years, DAVID McNAMARA, 4 years, Willie Schroeder, Thomas Moore.
8. Charles Schwagerman.
7. Clifford Booth.
4. Bernard McQueensy.
3. Richard Westbrook, Leverett Lewis, Lizzie Dyas.

WOOSTER SCHOOL.

12. Sarah Dyas, Robert Dyas, George P. Smith.
11. Chas. Andrews, Eddie Hinsch.
9. Richard Gorman, Joseph McGuire, Peter Clyne.
8. Nellie Lynch, Willie Daley, FREDDIE SPRAGUE, Richard Gallagher.
7. Minnie Buckbee, Freddie Bradley.
6. Andrew Carroll, Josie Kiernan, Frank Lynch, Lulu Bryant, Ella Connery.
4. Charles Linea, Willie Seitz.
3. Samuel Davis.
2. Mary Diakin.

DWIGHT SCHOOL.

12. Horace Mansfield, WALLACE BUEL, CHARLEY QUINLEY, Fannie Hotchkiss, Elvira Stone, MARY BURWELL, Nellie McLinn, Minnie Jones, CORA FLIGHT, NELLIE WELD, Mary Klem, Carrie Burwell, NELLIE COSTIGAN, LIZZIE PENNEY.
11. Harry Pomeroy, Louis Schmidt, James Monahan, Albert Downs, Willie Allen, Josie Gibbs, Mary Livingston, Katie McMahon, Simon Regar, Daniel Robinson.
10. Eva Wooding, Vidella Cornell, Robert Nesbit, William Robinson, Ida Murray, Minnie Fisk, Katie Donovan, James Barker, Charles Wheadon.
9. Annie Hodgson, Alice Merrick.
8. Alvah Davison, Lizzie Johnson, Helen Emerich, James Coffay, Annie Derby, Emma Skinner.
7. Dennis Foley, Eddie Doane.
6. Nettie Lanfare, Cora Penney, James Collins, Nettie Riggs, Algenon Beach.
5. Jennie Coffay, Mary Leary, Webb Warner, Emily Doane, Mary Rogers, Charlie Weizenegger.
4. John Burwell, James Lanahan.
3. Katie Flinn, Willie Judd, Clarence Blakeslee, Jennie Fairchild, Mary Maloy.
2. Mary Stillman, Alvie Weizenegger, Frank Baldwin, Joseph Smith.

SKINNER SCHOOL.

12. EMMA GRANNISS, 2 years, Gracie Weeks, LOTTIE HUGHES, 2 years, ALICE SPANG, 3 years (tardy once).

Room

- No. 11. AFNA POWELL, 2 years, Ida Mandeville.
 10. HERBERT SIMPSON, 3 years (tardy once), JOHN HUGHSON, 3 years, BERNARD SHANLY.
 9. Mary Dudley.
 8. Jennie Parsons.
 7. Frank Russell.
 6. John Montague.
 5. Agnes Byrne, Maggie Conlin.
 4. Patrick Connera.
 3. Oscar Currie, John Dunn, Patrick Donnelly, George Gunnip, Louis Nicholls.
 2. Lillie Russell.

HOWARD AVENUE SCHOOL.

12. Hattie Price.
 11. Albert Coe.
 10. John Fogarty.
 8. Mary Clark.
 7. Fred. C. Hartung, Kate O'Brien.
 7. Arthur Lewis.
 4. John Scobie, Charles Cook, Patrick Fitzgerald.

SOUTH STREET SCHOOL.

6. JANE BARTIES, Alice McKay, Thomas Bennett, John Gavin, John Leonard, Bennie Wolf.
 5. NICHOLAS LEONARD, 2 years, Jessie Meshan, Peter Rowlan, Margaret Ruttiger.
 4. Theresa Carroll, Mary A. Ford, Terrence Kelly, Lawrence Rourke, Patrick Owens.
 3. Stephen Connera.
 2. Patrick Gavon.

HAMILTON SCHOOL.

9. KATIE O'BRIEN.
 8. ELLEN O'BRIEN, John Brady, Katie Curley, MARY SULLIVAN.
 7. ANNIE CLUNE, JOSEPH McMULLEN, Michael Healy.
 6. MAGGIE HEALY.
 5. Maggie Sullivan, KATIE HEALAND, John Clerkin.
 4. Joseph Keegan.
 2. Miles McKeon, Frank Murphy, Nellie McPartland.
 1. Willie Courtney.

DIXWELL SCHOOL.

7. Andella Hauser.
 6. J. Edward Carter, Mary E. Swayne, Samuel E. Fisk, John Dargan, Annie M. Costigan.
 5. Minnie Baumer.
 2. William Maloy.

FAIR STREET SCHOOL.

Room

- No. 4. William T. Dodd, Frank Bishop.
3. Olive Dodd.

WASHINGTON SCHOOL.

8. Louis F. Moquet.
6. Hugh Mullen.
3. Charlie Coyle.

NOTE.—The names of many pupils who had been absent only once, or not absent but tardy once or twice during the year, have been received; and it was proposed to publish them as exceptional cases of meritorious pupils. But our space was limited, and it was found necessary to omit them.

Many scholars have been punctual and regular through the year with one or two exceptions, for sickness or unavoidable causes, who deserve great credit for punctuality; we regret that their names could not be given. It is very encouraging to notice the increasing ambition to excel in punctuality.

N. B.—Every girl belonging to the room is reported as being present every half day of the last term—100 per cent for the girls' attendance.

Dwight School, No. 11.—Every girl belonging to the room is reported as being present every half day of the last term—100 per cent for the girls' attendance.

NEW HAVEN

PUBLIC SCHOOL MANUAL.

I.

NEW HAVEN SCHOOL DISTRICTS.

The town of New Haven is divided into two school districts, viz: the City and Westville.

II.

BOUNDS OF THE CITY SCHOOL DISTRICT.

The New Haven City School District includes all that part of the town of New Haven which lies east of a line running from the bridge over West River on the Derby Turnpike to the outlet of Beaver Pond, thence easterly and northerly along the brook flowing into said pond to the Hamden line. It is divided for convenience into seven sub-districts, with the following boundaries, viz:

WASHINGTON, beginning at West Bridge, includes both sides of Congress avenue to Meadow street, neither side of Meadow street to the water, and all streets within the lines thus indicated.

WEBSTER, beginning at the Derby Turnpike Bridge, includes both sides of Derby avenue to George street, both sides of George to Howe, both sides of Howe to Chapel street, neither side of Chapel to York, both sides of York to Elm, neither side of Elm to Church, neither side of Church to Chapel, neither side of Chapel to State, neither side of State to West Water, both sides of West Water to Meadow, both sides of Meadow to Congress avenue, and neither side of Congress avenue to West Bridge, with all the streets within the lines thus indicated.

DWIGHT, beginning at Derby Turnpike Bridge, includes neither side of Derby avenue to George street, neither side of George to Howe, neither side of Howe to Chapel, both sides of Chapel to York, neither side of York to Elm, both sides of Elm to College, neither side of College to Prospect, both sides of Prospect to the Hamden Line, with all the streets within the lines thus indicated.

SKINNER, beginning at the junction of Prospect street with the Hamden Line, includes neither side of Prospect street to Grove, neither side of Grove to State, neither side of State to Veto, thence crossing State street to the head of Olive, includes neither side of Olive to William street, neither side of William to Franklin, thence crosses to Myrtle street, includes both sides of Myrtle to Mill River, with all the streets within the lines thus indicated.

WOOSTER, beginning at the corner of State and West Water streets, includes both sides of State to Chapel, neither side of Chapel to Franklin, neither side of Franklin to Grand, neither side of Grand to Hamilton, neither side of Hamilton to Myrtle, neither side of Myrtle to Mill River, and all streets within the boundaries so indicated.

EATON, beginning at the south-west corner of College and Elm streets, includes both sides of College to Grove street, both sides of Grove to State, both sides of State to Veto, crosses from Veto to Olive street, includes both sides of Olive to William, both sides of William to Franklin, thence crossing to Myrtle, includes neither side of Myrtle to Hamilton, both sides of Hamilton to Grand, both sides of Grand to Franklin, both sides of Franklin to Chapel, both sides of Chapel to Church, both sides of Church to Elm, and both sides of Elm to College, and all streets within the lines thus indicated.

FAIR HAVEN, includes all that portion of the city which lies east of Mill River.

III.

THE BOARD OF EDUCATION.

The Board of Education consists of nine members, three of whom are chosen at each annual meeting of the district. Their powers and duties are thus defined in the statutes of the State:

School societies heretofore organized under the act of 1855, entitled "An Act in addition to and in alteration of an Act concerning Education," which are not coëxtensive with the towns within which they are situated, shall become school districts of said town, with all the powers and duties of school districts as specified in this act, with the following exceptions, viz: Such school districts shall annually choose, on the third Monday in September in each year, instead of a district committee, a Board of Education consisting of three, six or nine persons, in the manner

prescribed in this act for the election of school visitors; and said Board of Education shall have all the powers and be subject to all the duties imposed on the district committees; and in addition thereto shall have the general charge and superintendence of the common schools within their district, and the care and management of the property and funds of the district; they shall lodge all bonds, leases, notes, and other securities with the Treasurer of said district, unless the same have been intrusted to others by the donors or grantors, or by the general assembly; they shall pay into the treasury of the district all moneys which they may receive for the support of schools; they shall determine the number and qualifications of the scholars to be admitted into each school; shall supply the requisite number of qualified teachers; shall annually, during the first two weeks of the month of September, ascertain the expense of supporting and maintaining the schools under their superintendence during the year ending the 31st day of August previous, and report the same, together with the amount of moneys received towards the payment thereof, to the district at a meeting to be held on the third Monday in September in each year, and shall at the same time make a full report of their doings and the condition of the schools under their superintendence, and all important matters concerning the same to the district, and shall perform all lawful acts which may be required of them by the district, and which may be necessary to carry into effect the powers and duties granted by this act.

All vacancies in the board of school visitors shall be filled by an election of the necessary members thereto by ballot. Should any vacancy occur by death, resignation or otherwise, the remaining members of the Board may fill such vacancy, until the next annual meeting. Any member elected to fill an irregular vacancy to hold office only for the unexpired term of his predecessor, and no person shall be ineligible on account of his having held the office the preceding year.

IV.

ANNUAL MEETING OF THE DISTRICT.

The annual meeting of the legal voters in the District is held on the third Monday of September, at such place and hour as may be selected by the Board of Education. Special meetings of the District may be called at other times.

V.

MEETINGS OF THE BOARD.

The regular meetings of the Board are held on the first and third Wednesday evenings of each month; from the 20th of September to the 20th of March at 7½ o'clock; for the remainder of the year at 8 o'clock. Five members of the Board shall constitute a quorum for the transaction of business, and every member present, when a question is put, shall vote, unless excused by the Board; and the yeas and nays shall be taken and recorded whenever called for by any member of the Board. The meetings of the Board are open to the public, unless otherwise specially ordered.

VI.

SPECIAL MEETINGS.

Special meetings may be called by a majority of the Board, and the notice for such meetings shall state the objects for which they are called.

VII.

PRESIDENT OF THE BOARD.

1. At the first meeting of the Board after the Annual District Election, a President for the ensuing year shall be chosen by the concurring ballots of a majority of the Board, unless the election be postponed to a future meeting.

2. The President shall preside at the meetings of the Board and perform such other duties as usually pertain to that office.

3. In the absence of the President his powers and duties shall devolve upon a President *pro tempore*.

VIII.

STANDING COMMITTEES.

At the first meeting of the Board after the annual election, unless postponed by a majority of those present, a Committee on Schools, a Committee on Finance, and a Committee on School Buildings, shall be elected by a majority of the Board.

1. COMMITTEE ON SCHOOLS.—The instruction and government of the schools, the furniture, books, maps and apparatus for teaching shall be under the especial charge of the Committee on Schools.

2. COMMITTEE ON FINANCE.—The financial wants and obligations of the District shall be under the especial charge of the Committee on Finance, who draw orders on the Treasurer for the payment of such bills or claims as by them may be approved. The

Committee meet during the last week of each month to examine and pass upon all bills that have been approved by the Chairman of the Committee under whose authority the debt was incurred, and no bill shall be contracted except by the President, the Chairman of some Committee, or the Secretary.

3. **COMMITTEE ON SCHOOL BUILDINGS.**—The School buildings and other property of the District shall be under the special charge of the Committee on School Buildings, who shall direct necessary repairs. They shall also make an estimate, for publication in the Annual Report, of the value of the property belonging to the District.

IX.

EXECUTIVE OFFICERS.

The executive officers of the Board shall consist of a Secretary and a Superintendent of Schools, who shall be chosen in alternate years, by the concurring ballots of a majority of the Board, at the second regular meeting in the month of January, unless the election is postponed to a future meeting. They shall each hold office for two years, and until a successor is appointed.

X.

DUTIES OF THE SECRETARY.

It shall be the duty of the Secretary to furnish fuel, books, stationery, crayons, registers, blanks, and other supplies for the use of schools under the direction of the Board; but he shall make no purchases without first consulting the Committee on the class under which the purchase is to be made.

He shall keep the accounts of the District, and make out an annual report of its expenses.

He shall receive the moneys from the Treasurer for orders drawn on him, and pay all bills approved by the Committee on Finance, and none others.

He shall loan books to indigent pupils, as provided in these rules; issue tickets of admission to applicants for seats in the Public Schools, and make a record thereof.

He shall keep an accurate inventory of all the property of the District, and the number and kind of articles in the respective school buildings, or other depositories. He shall superintend all necessary repairs under the direction of the Committee on School Buildings.

He shall be the executive officer of the Board, in securing the attendance at school of truant and neglected children.

He shall have a general oversight of the Janitors, and see that their duties are faithfully performed; and also of the warming and ventilating of the buildings.

He shall be at the Office of the Board on all school days, from 8½ to 9½ o'clock A. M., and from 4 to 5 o'clock P. M., and on Mondays, and Fridays from 7 to 8 P. M., and shall devote his whole time to the interests of the District.

XI.

DUTIES OF THE SUPERINTENDENT.

It shall be the duty of the Superintendent, under the direction of the Board of Education and the Committee on Schools, to devote his whole time to the schools, point out defects and suggest improvements; and to report to the Committee on Schools, or to the Board, the results of his observations. He shall assemble the teachers from time to time for advice and direction, shall inquire into all complaints, and shall examine candidates for the position of teacher. He shall do his utmost, by assistance, advice or censure, to secure in all the schools of the District thoroughness of instruction, good order, good morals and harmonious relations between the parents and teachers.

He shall be at the office of the Board on all school days from 8½ to 9 o'clock A. M., and from 12½ to 1 o'clock P. M., on all school days.

XII.

ORDER OF BUSINESS.

The usual order of the business of the Board shall be as follows:—

1. Reading the minutes of the previous meeting.
2. Reports of Committees.
3. Unfinished business.
4. Report of Superintendent.
5. Report of Secretary.
6. Other business.

XIII.

EMPLOYEES.

No person in the employ of the District shall be present when the subject of his election or compensation is under consideration, except by invitation of the Board.

XIV.

SALARIES.

The salaries of all persons in the employ of the Board shall be fixed by the concurring votes of a majority of the Board.

XV.

EXPENDITURES.

No bills shall be contracted or money expended, to an amount exceeding one hundred dollars, without a vote of a majority of the Board, nor then, unless previously reported upon by the appropriate committee.

XVI.

TEXT BOOKS, APPARATUS, ETC.

1. The apparatus, books, maps, &c., used in the schools, shall be such only as may be prescribed by the Board.

2. No text books shall be introduced into or withdrawn from the schools, unless a proposition to that effect has been submitted to the Board at a previous meeting, nor then, unless the Committee on Schools have reported thereon.

3. All school registers, record books, report blanks, &c., shall be after uniform patterns to be prescribed by the Committee on Schools.

XVII.

REFERENCE TO COMMITTEE.

As far as practicable, all business shall be referred to the appropriate Standing Committees, before action by the Board.

XVIII.

AMENDMENTS.

The rules and regulations for the government of the Board, shall not be amended or repealed but upon written notice in due form at a previous meeting; nor then, but by the concurring votes of a majority of the Board.

XIX.

ELECTION OF TEACHERS.

1. Candidates not in the service of the District will apply in writing to the Superintendent, enclosing testimonials, and will be examined by him or by the Committee on Schools.

2. The annual election of teachers shall be made by the Board in the month of June.

3. Teachers shall be immediately notified by the Superintendent of their election. Every teacher, within one week after receiving such notice, shall signify to the Superintendent, in writing, an acceptance of the offered situation. An appointee failing for one week to give notice to the Superintendent of the acceptance of the appointment, will be considered as declining it.

XX.

DUTIES OF TEACHERS.

1. Teachers are required to devote themselves faithfully, and during school hours, exclusively to their duties; and any employment of their time out of school hours which affects their health or diminishes their fidelity to their proper work, is regarded as a censurable impropriety. They are required to make themselves familiar with the rules and regulations of the Board; to direct the work of the classes in rigid accordance with the prescribed course of study; to give constant and careful attention to the manners, language and habits of their pupils; and to regard themselves as responsible, in the place of the parent or guardian, for their instruction, discipline, morals and health.

2. Every teacher shall be in attendance at the school room during the twenty minutes before 9 o'clock A. M., and the fifteen minutes before 2 o'clock P. M. of school days.

3. Whenever a teacher shall be absent from school, and whenever, for any cause, the exercises of a school shall be omitted, immediate notice of the same shall be sent to the Superintendent by the Principal. No substitute for an absent teacher shall be employed for more than one day without the express approbation of the Superintendent.

4. Every teacher desiring to leave the service of the District shall give three weeks' notice, in writing, to the Superintendent; and teachers leaving their duties without permission of the Board shall forfeit whatever portion of their salaries would otherwise be due. Teachers shall forfeit their pay for absence from any cause excepting sickness, in which case an allowance of twenty-five per cent. of the regular salary will be made for absences, not exceeding twenty days in any one term. Teachers appointed at the beginning of the school year will not be regarded as being in the service of the District until they have entered upon their duties.

5. Teachers shall take special care that their school rooms be thoroughly ventilated. All teachers will be held responsible for the order and neatness of their respective rooms. They shall

permit no damage to the school property or buildings, and whenever it shall be done by accident or intention, they shall give prompt notice to the Secretary, who shall require the offender to make good the injury.

6. The teacher in each room shall keep an accurate register of the names, ages and residences of pupils, and the names of their respective parents or guardians.

7. Teachers shall prepare for inspection, during the first week of each term, time-tables indicating the daily exercises of the room.

8. Teachers in all rooms above the third grade shall send a weekly report to the parent or guardian of each pupil, indicating his deportment, scholarship and attendance; and the teachers shall satisfy themselves that these reports have been submitted to such parent or guardian.

9. Teachers shall investigate all cases of absence or tardiness, and shall require an excuse from the parent or guardian, in writing, or in person. In case of ten instances of unexcused absence and tardiness, or of either, in any one term, the delinquent pupil may be transferred by the Superintendent to an ungraded school. Pupils leaving school during a session shall be recorded the same as if tardy. No excuse for absence or tardiness shall be accepted, unless it allege sickness, or some equally imperative necessity.

Teachers shall record absence occasioned by sickness, until such absence shall amount to ten successive half-days, after which no record shall be made; but the pupil may return, on recovery, without a ticket, and shall be entitled to a seat. Pupils detained from school for the religious observance of Holy-days, will be excused by bringing written notice from their parents to that effect.

10. Teachers shall, so far as possible, govern by kindness and by appeals to the better nature of pupils. Corporal punishment shall be administered only in extreme cases, and not until the case has been reported to the Principal; and the teacher shall keep a record of every such punishment, which record shall be embodied in the weekly report to the Superintendent, for the inspection of the Board.

11. Teachers may detain pupils an hour at the close of the afternoon session, and no longer and at no other time, for discipline, or to make up neglected lessons.

12. Teachers shall keep such records as the Committee on Schools may require, and shall report the same to the Superintendent at the office of the Board, according to blank forms provided for the purpose.

13. Teachers shall attend all meetings called by the Superintendent, and no excuse for absence will be allowed, other than would justify absence from the regular session of the schools.

Teachers may visit other schools of the same grade, when authorized so to do by the Superintendent.

14. Near the close of the Fall and Winter terms there shall be an examination in all the studies of each room, conducted by the Principal, who shall make a written report to the Board of the progress and condition of the several rooms under his charge.

15. The Principals of schools may prescribe special rules for the conduct of their pupils, and for the regulation of the grounds and out buildings, subject to the approval of the Superintendent.

16. The promotions in the various schools shall be made by the Principal, under the direction of the Superintendent, with the approval of the Committee on Schools.

17. If the parent or guardian shall not provide the required textbooks, the pupil shall be reported to the Superintendent, and by him be sent to an ungraded school, unless the failure proceed from poverty; in which case the Secretary shall loan to the pupil the required books.

18. Parents and others desiring information or feeling aggrieved, should consult the Superintendent at the office of the Board, or the Principal, out of school hours. They are also requested to acknowledge immediately the receipt of any communication which may be addressed to them by teachers.

19. Principals shall request the parents of pupils who may be specially exposed to contagious diseases, to withdraw them temporarily from school; and in case of refusal or neglect, shall suspend such pupils till the danger is past.

20. At the close of each term, every teacher shall report to the Superintendent the names of such pupils as have been particularly distinguished for punctual attendance, good behavior or excellent scholarship.

XXI.

ADMISSION OF SCHOLARS.

1. The Public Schools are free to those children only whose parents or guardians reside in the District. When there are seats not required by children belonging in the District, pupils, not residents, may be received as members of any school, but not until payment of tuition has been made, in advance, to the Secretary, for the term, or balance of the term, on which the pupil proposes

to enter; at the rate of forty dollars a year, or one dollar a week, in the High School; and twenty dollars a year, or fifty cents a week in all schools below the High School.

2. No pupil shall be admitted without a ticket obtained from the Secretary, nor to any sub-district except to the one in which he resides, so long as a proper vacancy exists.

XXII.

DUTIES OF PUPILS.

1. Pupils shall be regular and punctual in attendance, decent in dress, cleanly in person, industrious, respectful and obedient; avoiding all rude, boisterous and violent conduct in and about the school buildings, and on the way to and from school.

2. When pupils are dismissed at the close of each session, they shall pass quietly and promptly away from the school premises.

3. Pupils shall make up neglected lessons, unless excused; and no pupil shall be suffered to remain in a class to the serious hindrance of its progress.

4. Any pupil guilty of profanity, obscenity, truancy, or any violent or pointed opposition to authority, or of wilfully cutting, defacing, marking, or otherwise injuring the school buildings, or other school property, or guilty of any other serious misdemeanor, shall be immediately reported to the Superintendent, and notice be sent to the parent, and the case referred to the Committee on Schools.

5. No scholar shall be allowed to remain in any school room during the noon recess, unless a teacher is present.

XXIII.

ELECTION OF JANITORS.

Janitors shall be elected annually, at the last meeting of the Board, in the month of June, unless the election be deferred to a future meeting.

XXIV.

DUTIES OF JANITORS.

1. It shall be the duty of Janitors to keep the school buildings under their charge clean, and in good order, sweeping and dusting them twice a week, and oftener if necessary. Every school room shall be vacated after 5 o'clock, whenever the duties of the Janitor make it necessary.

2. To be present and open the gates twenty minutes before nine o'clock, A. M., and fifteen minutes before two o'clock, P. M., and close them when school commences; to be present and open the gates at the time for closing school, and remain at noon until the school is dismissed, and until five o'clock in the afternoon, and supervise the yards while the gates are open.

3. To kindle and regulate the fires—to separate the coal from the ashes—and to see the ashes, slag and cinders removed from the premises.

4. To keep the yards, privies and pavements clean and in good order, and remove all nuisances.

5. To clear the snow immediately from the steps and walks about the buildings, and from the walks in the street.

6. To prepare for use all wood furnished for kindling fires, and to receive and receipt for the coal when it is put in.

7. To wind up and regulate the clocks, and see that they are kept in proper order.

8. To sprinkle the yards and street in hot weather, when furnished with a hydrant, and to see that the water is let off from the water pipes in winter.

9. To cut the grass and trim the shrubbery in the front yards.

10. To have the care and oversight of the premises during the whole year, and to report any damage or nuisances to the Principal and Secretary.

XXV.

THE SCHOOL YEAR, SESSIONS AND EXERCISES.

1. The school year shall begin during the first week in May, and continue through forty weeks of actual instruction, exclusive of such holidays and vacations as the Board shall annually appoint.

2. The regular holidays shall be Thursday and Friday of Thanksgiving week, and the following Monday; Fast Day, the Fourth of July, and every Saturday throughout the school year. Other holidays may be granted by vote of the Board.

3. The regular school hours shall be from 9 o'clock A. M. to 12 M., and from 2 to 4 P. M., with a recess near the middle of each session. The dismissal of the lower rooms may begin ten minutes before 12 and 4 o'clock.

4. The morning session of the schools shall be opened with appropriate devotional exercises.

5. In case of a violent storm, the session may be prolonged to 2 o'clock, with 20 minutes intermission at noon; and notice thereof shall be sent to the Superintendent.

6. The public are invited to visit the schools; but teachers shall not deviate from their usual exercises, except by request of some member or officer of the Board.

7. No one shall be allowed to offer on the school premises anything for sale, examination, or exhibition; or to take contributions, solicit subscriptions, give public notices, offer rewards, or do anything of a like nature, except by consent of the Committee on Schools.

XXVI.

SYSTEM OF INSTRUCTION.

The Public Schools of the District includes the Hillhouse High School and the Common Schools. The Common Schools consist of graded grammar and other schools, Training Schools, Evening Schools, an German-English School and ungraded schools.

HILLHOUSE SCHOOL.

1. At the close of each school year pupils in the highest grade of the Grammar Schools who pass the prescribed examination, are promoted to the Hillhouse School.

2. Examination for this promotion shall be in writing, and such as may be prescribed by the Committee on Schools, and shall be conducted by the Principal and Assistant Teachers of the School, under the direction of the Superintendent; the applicants from other schools shall pass a similar examination, and the results shall be submitted to the Committee on Schools for their approval.

3. Instruction may be given in the following branches of learning, viz: in Arithmetic, Book-Keeping, Algebra, Geometry, Trigonometry, Mensuration, Surveying, Navigation, the English Language and Literature; in Reading, Declamation, Spelling, Defining and Composition; in the French, German and Latin languages; in Rhetoric, Logic, Mental and Moral Philosophy; in History and Political Philosophy, together with the Constitution of the United States and Connecticut; in Physical Geography, Natural Philosophy, Chemistry, Astronomy, Physiology, Botany, Zoölogy, Mineralogy, Geology, Vocal Music and Drawing.

4. The particular order and manner in which instruction shall be given in the branches taught in the High School shall be arranged by the Superintendent and Principal of the School, subject to the approval of the Committee on Schools.

5. Admission to this department shall be made only at the beginning of the year, unless the candidate shall be qualified to enter the regular classes.

Grammar Schools.—Each Sub-District includes a Grammar School, which is under the charge and instruction of a male Principal, who is also responsible for the general oversight of the other schools in each sub-district, with such exceptions as may be directed by the Board.

Training Schools.—The Schools for the training of teachers are under the immediate direction of the Superintendent, in all matters pertaining to the special character of these schools.

German-English Schools.—Children of German parents, who are not sufficiently acquainted with the English language to enter the regular schools, are admitted to the German-English Schools.

Ungraded Schools.—Pupils in the graded schools whose conduct is habitually insubordinate, or whose attendance is irregular, either from necessity or truancy, are transferred to one of the ungraded schools.

Evening Schools.—The Evening Schools are designed for the elementary instruction of persons over fourteen years of age, who are employed during the regular school hours. The schools begin in October and continue during the winter months.

Course of Study.—The following course of study is made obligatory by the Board upon all the graded schools.

COURSE OF STUDY.

GRADE I.

Average age, 6 years, 9 months. Range of ages from 5 to 9 years.

FIRST YEAR—FIRST TERM.

Reading.—Lessons from Cards and Blackboard. First Reader begun. Words may be taught by the "word method," or by letters and phonic elements. Correct all errors of expression. Impress upon the minds of the children the idea that words have meaning. Illustrate, as often as possible, by some familiar explanation. Require distinct enunciation from the beginning.

Spelling.—All words used in the reading lessons are to be spelled by letter and by sound.

Printing.—Teach the construction of letters and figures critically, placing them on the blackboard and calling attention to the forms of the different parts. Attempt no more at a time than can be thoroughly done. Never give a lesson to be copied from the card, or reader, containing letters which the children have not been taught to make correctly.

Drawing.—Teach distance from point to point in straight rows, an inch apart, then to connect the points by straight lines. Require the "inch card" to be carefully observed. Follow Prof. Ball's Charts and Manual. Charts Nos. 1 and 2.

Numbers.—(Concrete.) Develop, with objects, a clear perception of numbers to 10. Count, read and write to 20. Add and subtract, by ones and by twos, to and from 20.

Singing.—Teach the lessons in order as given in Mr. Jepson's Primary Music Reader.

Physical Exercise.—Gymnastics, Marching, or Vocal Drill, should occupy from three to five minutes twice, at least, each half day.

Oral Instruction.—Hold familiar conversation with the children about objects of which they know something. Encourage them to express in proper language what they know, and tell them what they ought to know. Require them to remember and reproduce what has been said in previous conversations. Teach Color and Form.

Sentence-making.—Require the children to copy brief sentences, printed on the blackboard by the teacher. Correct common faults in the use of language through the whole course.

Morals and Manners.—Teachers will employ a few minutes every day in teaching the children what *is*, and what *is not*, proper behavior at home, in the streets, at school, &c., pointing out the consequences. Teach maxims carefully selected—a new one each week, at least. Repeat singly or in concert.

SECOND TERM.

Reading.—First Reader. Enunciation and phonic elements to be carefully applied in the reading exercises.

Spelling.—All words found in the reading lesson, and occasionally words used by the children, or occurring in conversation.

Slate Writing.—Printing may be continued, but script letters are to be commenced. Teach the simplest forms of small letters, and select groups as presented in the SPENCERIAN MANUAL (p. 37). Teach, also, the principles and analysis of the letters, (SPENCERIAN MANUAL, p. 40). Words are to be formed as fast as suitable letters are learned.

Drawing.—Charts, Nos. 1 and 3.

Numbers.—Count, read and write to 50. Add and subtract to and from 20, by ones, by twos, &c., to fives. Dictate mental exercises, using the first three digits, to a sum not exceeding 20.

Singing.—Lessons from Primary Music Reader. Pure tone, with moderate force, should be cultivated with great care. Two or more lessons a day, of 10 minutes each.

Physical Exercise.—As in the preceding term.

Oral Instruction.—As in the First Term. Lessons on the school room; its parts; its furniture; the materials of which they are made; where obtained. What belongs to the child, the teacher, the school. On our rights in relation to property. Care of the school room and its furniture. Lessons on selected objects. Color, Form, Size and Weight of objects.

Sentence-making.—Encourage the children to write, in brief expressions of five to ten words, what they know about some familiar object: as a pet animal, a gift, a friend, &c.

Morals, } Right and Wrong. Habits of order. Keeping things in their right
Manners, } places. Keep your own things in place without being told to do so; do
Maxims. } not meddle with what belongs to others. "Order is Heaven's first law."

THIRD TERM.

Reading.—First Reader completed. Exercises in enunciation and phonic elements. Teach expression, emphasis, inflection and proper tone of voice. Observe previous directions.

Spelling.—As before. An exercise in pronunciation of words in the lesson, by teacher and pupils, will prevent errors. Spell by letter and sound.

Slate Writing.—Give lessons in printing occasionally. A larger portion of time is to be devoted to making script letters, teaching principles and analysis. Write the Spencerian groups, combine the letters into words.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, twos, &c., to fives. Dictate mental exercises, using the first five digits promiscuously. The work of the grade to be a complete development of numbers, as well as drill in combination of numbers used. Write Roman numerals to X.

Drawing.—Charts, Nos. 2 and 4.

Singing.—The first 33 pages in the Primary Music Reader should be completed this term.

Physical Exercise.—As in the first term.

Oral Instruction.—Articles of domestic use at home; materials of which they are made; where and how obtained. Description, characteristics, form, color, size, weight, qualities, &c., of a few objects selected. Allow children to volunteer descriptions of interesting objects they have seen. Describe what can be seen in pictures of reading-book, &c.

Sentence-making.—As in previous terms. Write a sentence containing one word or more, given by the teacher.

Morals and Manners.—On behavior in various places and circumstances; at home, in school, in the streets, at play, in company, among friends, among strangers. Doing right; in everything; at all times.

GRADE II.

Average age, 8 years, 6 months. Range of ages from 7 to 11 years.

SECOND YEAR—FIRST TERM.

Reading.—Second Reader. Phonic analysis of a few words to accompany each reading lesson. Pronounce to the class words at the head of the lessons, the scholars repeating. Require correct accent and distinct enunciation; cultivate natural, easy expression; teach emphasis and inflection, with proper elevation of voice.

Spelling.—All words in the reading lessons. Distinct utterance of each letter is essential. Pronounce each syllable, repeating each syllable from the beginning of the word. Keep the accent in its place on dissyllables when the accent is on the second.

Numbers.—Write and read numbers to 500. Add and subtract to and from 50, by ones, twos, etc., to tens. Dictate mental exercises, using any digits whose sum shall not exceed 50. Teach notation and numeration of one period. Add a column of units on slate or blackboard, of the first three digits, promiscuously, to 50. Write Roman numerals to XX. Illustrate multiplication and division to 10.

Slate Writing.—Small letters by groups; analyze, giving principles. (SPENCERIAN MANUAL, p. 37.)

Drawing.—Charts Nos. 4 and 5.

Singing.—Primary Music Reader continued.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy five minutes, twice each half day.

Oral Instruction.—Clothing, and materials of which it is made, of children, boys, girls, for week-days, for public occasions. Clothing of animals and man compared. Importance of cleanliness for health, enjoyment and decency. Color as applied to dress.

Sentence-making.—Write sentences, including given words; what the pupil has seen in the street or elsewhere; what is seen in a picture; in pictures of the Reader or Arithmetic.

Morals and Manners.—Kindness; good nature; making others happy, and their opposites. Politeness, respect towards parents, teachers, the aged.

SECOND TERM.

Reading.—Continue according to previous directions. Aim to secure *accuracy* and *fluency*, without haste, in calling words; right pitch and tone of voice. Explain the meaning of words not obvious. Question the children on them.

Spelling.—As in preceding term.

Slate Writing.—Add to previous directions Capital Letters commenced. Teach the principles. (See SPENCERIAN MANUAL, p. 60.)

Drawing.—Chart No. 5.

Numbers.—Write, read and enumerate two periods. Add and subtract to and from 100 by ones, etc., to tens. Dictate mental exercises to 100 with promiscuous digits. Slate work, add columns of units and tens. Teach Subtraction and Division with the smaller digits. Write Roman numerals to C.

Singing.—Primary Music Reader.

Physical Exercise.—As before.

Oral Instruction.—Comparison of animals, limb with limb, modes of locomotion, various actions and habits. How different from man. The five senses; their uses and benefits derived from them. Special lesson on Color and Form.

Sentence-making.—The same as first term. Describe events and objects that may have been observed by pupils. Reproduce what has been given in oral instruction lessons.

Morals and Manners.—Truthfulness. Evils of falsehood, deception, etc. Illustrate by events occurring. Read or relate stories to illustrate. Improper language.

THIRD TERM.

Reading.—Second Reader finished.

Spelling and Writing.—Continued as in preceding terms.

Drawing.—Charts Nos. 5 and 6.

Arithmetic.—Exercises in addition, subtraction, multiplication and division of abstract and concrete numbers. Notation and numeration continued, including three periods. Roman numerals to five hundred. French's First Lessons commenced. Require pupils to learn the tables, pp. 100 to 107, as fast as they can be applied in their daily work.

Singing.—Primary Music Reader completed.

Physical Exercise.—Continued.

Oral Instruction.—Food; whence obtained. What is eaten raw? How prepared? What is cooked before being eaten? Different modes of cooking. Food of domestic animals. Our homes; different rooms and their uses; modes of heating and lighting; importance of pure air for health. Habitations of animals compared with those of man. Special lessons on color, form, size and weight.

Sentence-making.—The same as in previous terms, more extended.

Morals and Manners.—Industry. Its usefulness; the reward it brings; the exercise of skill in labor; inventions to make labor easy; to facilitate travel; to increase productions of the earth and mechanic arts. Name and describe some inventions. Compare results of the indolent.

GRADE III.

Average age, 9 years, 10 months. Range of ages from 8 to 13 years.

THIRD YEAR—FIRST TERM.

Reading.—Third Reader begun. Observe directions previously given. Special care to be taken to express the *thought* intended by the author. Pauses are to be carefully regarded. Insist on fluency, ability to call words correctly at sight.

Spelling.—Town's Speller commenced. Pupils need not be required to memorize the defining words, but call attention to the general similarity of meaning. Spell, at each lesson, a few words by phonic elements (pp. 11 and 12 Town's Speller) and analysis, (p. 13). Explain the *Key Mark* and its use, (43, p. 7); also the marks indicating long and short sounds, (1 and 2, p. 6). Spell orally and by writing. Teach the table of elementary sounds, (p. 8). Require pupils to syllabicate, to know to which syllable every letter belongs.

Slate Writing.—Teach the forms of letters, by principles, both small letters and capitals, according to the SPENCERIAN MANUAL.

Drawing.—Charts Nos. 5 and 6.

Arithmetic.—French's First Lessons continued. Addition, subtraction, multiplication and division, with slate and blackboard work, continued. Walton's Tables are valuable for these exercises. Also, dictation exercises. Roman numerals to one thousand.

Singing.—Mr. Jepson's Elementary Music Reader commenced.

Physical Exercise.—As in preceding terms.

Oral Instruction.—Employments. Those who construct dwellings, make furniture, domestic utensils, clothing, time-pieces, books, instruments and tools for various kinds of labor. Those who procure materials for workmen in different occupations. Whence obtained. Color, form, size, weight, sound.

Language.—As in preceding terms. Reproduce what has been said in any oral instruction lesson. Familiar topics may be suggested by the teacher.

Morals and Manners.—Honesty, faithfulness; performing all duties well, avoiding deception in language and action. Effects on one's happiness, usefulness and success; if he gets a bad name, is dishonest, a cheat, etc. Learning to do right in all school duties in preparation for the duties of manhood.

SECOND TERM.

Reading.—Third Reader. Directions as in the last term's work.

Spelling.—Town's Speller. Teach the use of marks indicating sounds of vowels when found in the lessons, as No. 6, p. 6, numbers 18, 19, 30, 31, 32, 34, etc., in same table. Follow directions previously given.

Slate Writing.—As heretofore.

Drawing.—Charts Nos. 6 and 6½.

Arithmetic.—French's First Lessons completed. Slate and blackboard work, as last term. Dictation of numbers for addition, subtraction, multiplication and division, for mental exercises, must occupy a few minutes daily. Continue slate and blackboard work. Roman numerals to 10,000.

Singing.—Elementary Music Reader.

Physical Exercise.—As before.

Oral Instruction.—Subjects of last term, and others similar, continued. Lessons on measures; liquid measures; dry measures; measures of length. Color, form, size, etc., continued.

Lessons Preparatory to Geography.—Location and direction of objects in relation to the school; points of compass; direction of streets; direction of public buildings from school.

Language.—As last term.

Morals and Manners.—Respect to superiors and aged persons. Story of the Spartans and Athenians (SHELDON'S OBJECT LESSONS, p. 396). Why we should

show proper respect; way in which it can be done. Topics suggested to the teacher by the events of the day.

THIRD TERM.

Reading.—Third Reader. Directions as before.

Spelling.—Town's Speller. Directions as last term.

Slate Writing.—As before. Teachers must use the blackboard freely in giving instructions on principles.

Drawing.—Chart No. 64.

Arithmetic.—French's Elementary Arithmetic begun. Roman numerals reviewed. Dictation for mental exercises are to be given daily. Slate and blackboard work dictated by teacher.

Singing.—Elementary Music Reader.

Physical Exercise.—As before.

Oral Instruction.—Lessons on color, form, size, &c., having been taught, the subject of *place* may now be taken preparatory to the study of Geography. Relative position of objects and places; distance, direction, points of compass; boundaries of school grounds; blocks of buildings; measurement by miles, degrees.

Language.—As during previous terms.

Morals and Manners.—Self-control. Importance of avoiding bad passions; anger, revenge, ingratitude, selfishness, &c. Events of the day will suggest practical topics.

GRADE IV.

Average age, 11 years, 4 months. Range of ages from 9 to 14 years.

FOURTH YEAR—FIRST TERM.

Reading.—Third Reader. Cultivate distinct articulation by phonic spelling and careful pronunciation. Teach "quantity" of syllables in relation to *time* and *stress*. Explain the rhetorical pause and how to use it. Emphasis, inflection, pitch, tone and volume of voice, require thorough instruction.

Spelling.—Town's Speller. The definitions on the fifth and sixth pages to be learned; also, the Synopsis of the Key, bottom of p. 7. All previous directions to be kept familiar.

Writing.—Practice paper and Writing Book, No. 1, to be commenced. Analysis of principles to be required.

Drawing.—Charts Nos. 64 and 7.

Arithmetic.—French's Elementary Arithmetic. Dictation exercises to be continued by the teacher, for mental as well as slate and blackboard exercises, in addition, subtraction, multiplication and division. Pupils must be able to work all processes rapidly and correctly. Walton's Tables may be used in connection with the book.

Geography.—Mitchell's Primary.

Singing.—As heretofore.

Physical Exercise.—As heretofore.

Oral Instruction.—The fruits of summer. What comes first? Name the order of other fruits. Describe how they grow, cultivated or wild. Describe some characteristics of country life. Different occupations of men. On what materials do they work? What do they make?

Language.—On subjects from oral instruction lesson. Write letters, imaginary travels, voyages, etc.

Morals and Manners.—The folly and impropriety of fretfulness, fault-finding, quarreling.

SECOND TERM.

Reading.—Third Reader. Previous directions to be regarded. Vocal drill and exercises in phonic spelling to be practiced with each reading lesson.

Spelling.—Observe previous directions.

Writing.—Practice paper and Writing Books Nos. 1 and 2 to be used. Teachers must explain the analysis of letters by frequent blackboard illustrations; also by writing tablets.

Drawing.—Charts Nos. 7 and 8.

Arithmetic.—French's Elementary Arithmetic. Tables and collateral exercises as before.

Geography.—Mitchell's Primary.

Singing.—Elementary Music Reader.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification. Birds of prey; climbers; scratchers; perchers; waders; swimmers. Two examples of each to be thoroughly studied. Also color, size, habits, where found, at what season of the year, of what use to man, etc.; miscellaneous topics, common objects, at the discretion of the teacher.

Language.—Describe some object in oral instruction. Topic selected by teacher.

Morals and Manners.—Self-denial. Avoiding self-indulgence, in eating and drinking, indolence, coveting, or taking what belongs to another; improper language or remarks about others; expenditure of money beyond your means. In school, in avoiding whispering, play, or violation of any rules.

THIRD TERM.

Reading.—Third Reader finished and reviewed.

Spelling.—Directions as in previous terms.

Writing.—Writing Book No. 2, with practice paper and analysis.

Drawing.—Chart No. 8.

Arithmetic.—French's Elementary to compound numbers, in connection with dictation exercises for mental practice.

Geography.—Mitchell's Primary.

Singing.—Elementary Music Reader.

Physical Exercise.—As before.

Oral Instruction.—Birds. Classification same as last term. The following to be studied: vulture, mocking bird, Baltimore oriole, partridge, plover; as to color, size, habits, where found, at what season of the year, plumage, mode of building nests, size, shape and color of the egg, care for the young, of what use to man.

Language.—Oral and written as heretofore. Incorrect expressions noted.

Morals and Manners.—Decision. Characteristic of energy, enterprise, &c. The opposite of one who loiters, hesitates, falls into a "brown study," or condition of vacant-mindedness. Evil consequences considered.

GRADE V.

Average age, 12 years, 7 months. Range of ages from 11 to 15 years.

FIFTH YEAR—FIRST TERM.

Reading.—Fourth Reader commenced. Directions as heretofore.

Spelling.—Town's Speller. Teachers are to keep the pupils familiar with the *notation* found on the pages before the 14th. All previous directions are to be followed until the pupils are quite familiar with them.

Writing.—Spencerian, Book No. 2, with practice paper.

Drawing.—Chart No. 7.

Arithmetic.—French's Elementary, to Fractions. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Primary.

Singing.—Elementary Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals: whale, seal, sword-fish. Forest and shade trees; distinguished by foliage; the oak, elm, maple, locust, alanthus, chestnut, hickory, etc. Occasional exercises on common objects.

Language.—Oral and written exercises on the parts of speech, preparatory to the study of English Grammar.

Morals and Manners.—Energy, activity, directness of purpose, perseverance and endurance, as contributing to success in life. Apply them to the performance of school duties.

SECOND TERM.

Reading.—Fourth Reader. Give careful attention to modulation.

Spelling.—Town's Speller. Give occasional exercises on prefixes and suffixes of words.

Writing.—Book 3, with practice paper.

Drawing.—Charts Nos. 8 and 9.

Arithmetic.—French's Elementary finished. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Primary, finished and reviewed.

Singing.—Elementary Music Reader.

Physical Exercise.—As before.

Oral Instruction.—Forest and ornamental trees; list of the most important kinds found in New Haven; how distinguished; points of difference; uses of the trees; uses of the timber; kinds used for fuel; for building; for furniture; those of slow, those of rapid growth.

Language.—Written sentences from oral instruction in Grammar. Sentences containing parts of speech. Selected topics.

Morals and Manners.—Right choice of objects; right way of securing them; right time for doing whatever will secure success. Different ways men take to gain their ends; which right, which wrong.

THIRD TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Book No. 4 and practice paper.

Drawing.—Charts Nos. 9, and 10

Arithmetic.—French's Common School begun, or review Elementary. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Intermediate.

Singing.—Elementary Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals and shells of the ocean. To be studied particularly: whale, seal, sword-fish, lobster and coral family. Heat, air, gravity, capillary attraction, earthquakes and volcanoes.

Language.—Written sentences suggested by oral instruction on Grammar. Sentences containing parts of speech.

Morals and Manners.—Cultivation of a *sense of propriety* under all circumstances. What may be regarded as proper or improper, in the family, at table, in company, at school, in the street, in dress, in addressing companions, inferiors, superiors, etc.

GRADE VI.

Average age, 13 years, 4 months. Range of ages from 12 to 16 years.

SIXTH YEAR—FIRST TERM.

Reading.—Fourth Reader. Former directions to be observed through this grade.

Spelling.—Town's Speller. Former directions to be observed through this grade.

Writing.—Spencerian Writing Books, No. 4, with practice paper and analysis.

Drawing.—Chart No. 9.

Arithmetic.—French's Common School, to Compound Numbers. Eaton's Intellectual Arithmetic.

Geography.—Mitchell's Intermediate, to the Middle States.

Grammar.—Kerl's First Lessons.

Singing.—Elementary Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—Foreign productions. Spices, pimento, nutmeg, mace, cinnamon, cloves. Forest and shade trees. Common objects selected by teacher.

Language.—Description of events, or objects which have been observed. Themes selected by teacher.

Morals and Manners.—Habit; importance of good; consequences of bad. Who are slaves under control of habit?

SECOND TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book No. 5.

Drawing.—Chart No. 10.

Arithmetic.—French's Common School, to Factors and Multiples. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, with written and oral exercises.

Geography.—Mitchell's Intermediate, to Map of California, etc.

Singing.—Elementary Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—Domestic and Foreign Productions. Oranges, lemons, dates, figs, raisins, bananas. General description of the plant; in what country produced; manner of growth; how gathered; and for what used; any other facts of interest. Common objects selected by principal or teacher.

Language.—Some objects from oral instruction lesson described.

Morals and Manners.—Faithfulness in the performance of all duties. Conscience to be cherished and heeded.

THIRD TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book No. 4, with practice paper and analysis.

Drawing.—Chart No. 10.

Arithmetic.—French's Common School, to Converse Operations. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons.

Geography.—Mitchell's Intermediate, to South America.

Physical Exercise.—Continued.

Singing.—Elementary Music Reader.

Oral Instruction.—Domestic and Foreign productions. Tea, coffee, sugar, rice, cotton. In what countries produced; from what obtained; general description of the plant and other facts of interest.

Language.—Papers written on subjects selected by the teacher.

Morals and Manners.—Review the duties and obligations of individuals to those with whom they associate in private and public life.

GRADE VII.

Average age, 14 years, 2 months. Range of ages from 12 to 16 years.

SEVENTH YEAR—FIRST TERM.

Reading.—Fifth Reader. The book may be read in course, or selections may be made, at the option of the Principal. Vocal drill, and all previous directions, are to be regarded by this grade.

Spelling.—Town's Speller. Attention to be given to definitions in connection with each lesson, or one lesson each week to be devoted entirely to definitions and synonyms.

Writing.—Spencerian Writing Books, Nos. 4 and 5, with practice paper. Analysis and blackboard illustrations. Selections of higher numbers of books may be made.

Drawing.—Chart No. 11.

Arithmetic.—French's Common School to Percentage. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, with written and oral exercises.

Geography.—Mitchell's Intermediate, to Great Britain; three lessons a week.

History, U. S.—Anderson's Pictorial School History; two lessons a week.

Singing.—Elementary Music Reader.

Physical Exercise.—Continued.

Oral Instruction.—Forest and Shade trees. Growth of the plant from the sprouting of the seed to the ripening of the same. Distinguish trees by foliage. Sound, light, water, meteorology, hygiene. Miscellaneous topics.

Language.—Topics from oral exercises, morals, etc., or selected by teacher. Abstracts of any school exercises.

Morals and Manners.—Traits of character that will contribute to usefulness, happiness and success in life. Topics suggested by daily events in and out of school. Also any of the topics named for the lower grades.

SECOND TERM.

Reading.—Fifth Reader, in course or from selections.

Spelling.—Town's Speller. The work of this term is specially important, and requires careful attention.

Writing.—Writing Books Nos. 4 and 5.

Drawing.—Chart No. 12.

Arithmetic.—French's Common School to Interest. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons, etc., as last term.

Geography.—Mitchell's Intermediate, to Asia; three lessons a week.

History, U. S.—Anderson's Pictorial School History; two lessons a week.

Singing.—Elementary Music Reader.

Oral Instruction.—Historical sketches of renowned cities and representative men.

Electricity, magnetism and magnetic telegraph.

Language.—Subjects as last term.

Morals and Manners.—Duties of the employer and employed.

THIRD TERM.

Reading.—Fifth Reader as last term.

Spelling.—Town's Speller; directions as last term; book finished.

Writing.—Writing Book No. 6, and directions as before.

Drawing.—Chart No. 13.

Arithmetic.—French's Common School to Ratio and Proportion. Eaton's Intellectual Arithmetic.

English Grammar.—Kerl's First Lessons.

Geography.—Mitchell's Intermediate, finished; two lessons a week.

History, U. S.—Anderson's Pictorial School; three lessons a week.

Singing.—Elementary Music Reader.

Oral Instruction.—Minerals; government; historical and biographical sketches, etc.; prominent events occurring in any country, describe.

Language.—As during first term.

Morals and Manners.—Patriotism, enterprise and public spirit for public good.

Elements of national character necessary to secure prosperity to a country.

GRADE VIII.

EIGHTH YEAR—FIRST, SECOND AND THIRD TERMS.

Reading.—Fifth Reader. See directions for Grade VII, first term.

Spelling.—Henderson's Test Words. 2d term, finish; 3d term, review.

Writing.—As in Grade VII.

Drawing.—Chart 12.

Arithmetic.—French's Common School to Progressions. Eaton's Intellectual Arithmetic. 2d term, complete French's Common School Arithmetic, and 3d term review it.

English Grammar.—Kerl's First Lessons, or Common School, if expedient.

History, U. S.—Anderson's Pictorial School.

Singing.—Elementary Music Reader.

Oral Instruction,
Language,
Morals and Manners. } As during first term, Grade VII, or any topics previously given.

COURSE OF STUDY.

GRADE IX.

Average age, 14 years, 3 months. Range of ages from 12 to 16 years.

NINTH YEAR.

FIRST TERM (20 WEEKS).

SECOND TERM (20 WEEKS).

Arithmetic (reviewed) and Book-keeping.	Arithmetic and Book-keeping.
English Language and Composition.	English Language, etc.
<i>Physical Geography.</i>	<i>Physical Geography.</i>
<i>French, German and Latin.</i>	<i>French, German and Latin.</i>

GRADE X.

TENTH YEAR.

Algebra.	Algebra.
Natural Philosophy.	Physiology.
<i>History and Constitution of U. S.</i>	<i>History.</i>
<i>French, German, Latin.</i>	<i>French, German, Latin.</i>

GRADE XI.

ELEVENTH YEAR.

Geometry.	Geometry.
Botany.	Chemistry.
<i>English Literature.</i>	<i>English Literature.</i>
<i>French, German, Latin.</i>	<i>French, German, Latin.</i>

GRADE XII.

TWELFTH YEAR.

Astronomy.	Reviews and Normal Instruction to those
Geology.	who wish to prepare themselves
<i>French, German, Latin.</i>	for teaching.
<i>Trigonometry.</i>	

COLLATERAL STUDIES.

During each term of the year, at stated times, all the pupils in the last four grades will have exercises in elocution, in the form of Reading, Declamation or Recitation; also in Orthography, Penmanship, Drawing, Vocal Music and Composition.

TABULAR VIEW OF STUDIES IN THE PUBLIC SCHOOLS.

STUDIES.	1st GRADE.			2d GRADE.			3d GRADE.			4th GRADE.			5th GRADE.			6th GRADE.			7th GRADE.			8th GRADE.			9th GRADE.			10th GRADE.			11th GRADE.			12th GRADE.		
	TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.			TERMS.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.			
Lovell's 1st Reader.	47	37	126	55	118	216	41	102	150	251	318	57	123	188	291	289	138	225	307	379	468	518														
" 2d "																																				
" 3d "																																				
" 4th "																																				
" 5th "																																				
Town's Speller.																																				
Hend. Test Words.																																				
Arith., 1st Lesson.																																				
French's Elem.																																				
" Com. School.																																				
" 1st Lesson.																																				
Geog., Primary.																																				
Geog., Intermediate.																																				
Gram., 1st Lesson.																																				
Gram., Com. School.																																				
History of U. S.																																				
Pennamanship.																																				
Drawing.																																				
Voc. Mus., Prim. Less.																																				
Voc. Mus., Mus. Read.																																				
General History.																																				
Bookkeeping.																																				
Physical Geography.																																				
English Language.																																				
Natural Philosophy.																																				
Algebra.																																				
Geometry.																																				
Botany.																																				
English Literature.																																				
Chemistry.																																				
Astronomy.																																				
Geology.																																				
Trigonometry.																																				
French.																																				
German.																																				

Reviews of English studies during the last half of this year.

Studies in Italics are optional.

REMARKS ON THE TABULAR VIEW OF THE COURSE OF STUDY.

THE course of study presented in the accompanying scheme is adapted, as nearly as possible, to the present stage of advancement of the classes in our schools. Another year's trial will enable us to ascertain what modifications may be necessary to render the adaptation more perfect. The following suggestions and cautions are to be kept in mind while endeavoring to work the classes in accordance with the scheme:

1. Each grade will, ordinarily, include rooms in the Grammar Schools, as follows:—

Grade I,	rooms 1 and 2.	Grade V,	rooms 9 and 10.
“ II,	“ 3 “ 4.	“ VI,	“ 11.
“ III,	“ 5 “ 6.	“ VII,	“ 12, 2d class.
“ IV,	“ 7 “ 8.	“ VIII,	“ 12, 1st “

2. The *youngest class* in the grade is to complete the work assigned for each term; and the older classes will finish it in *two terms* or *less*, and then proceed to the studies of the next grade.

3. To determine whether the classes are *on the grade*, *behind*, or *in advance* of it, ascertain whether the *youngest class* has done the work assigned satisfactorily, and what is the relative advancement of the older classes. Each teacher is held responsible for thoroughness in that part of the grade to which her classes belong.

4. If any classes are found competent to advance more rapidly than the grade directs, they are not to be hindered in their progress, provided their work is well done. Individual promotions are to be encouraged, at monthly examinations. But haste must never be made at the expense of thoroughness.

5. The numbers in the Tabular View, against each study, indicate the pages to be completed during each term. The dash indicates that the study is pursued, without directing how much shall be accomplished.

TEACHERS APPOINTED FOR THE YEAR 1871--72,

WITH THEIR SALARIES AND RESIDENCES.

SCHOOLS.	TEACHERS.	Salaries.	Residences.
HIGH SCHOOL.	T. W. T. CURTIS, A.M., <i>Principal</i> ,	\$3,000	52 Whalley Av.
	JAMES D. WHITMORE, <i>Sub-Master</i> ,	2,200	10 York Sq. Pl.
	Virginia H. Curtis,	1,000	52 Whalley Av.
	Mary A. Marshall, - - - - -	800	Milford.
	H. Fannie Parish, - - - - -	700	46 College.
	Katie Hume, - - - - -	700	268 Crown.
	S. Louise Coy, - - - - -	650	28 Trumbull.
		\$9,050	
	No.		
	Room.		
WEBSTER SCHOOL. <i>George Street, cor. York.</i>	JOHN G. LEWIS, <i>Principal</i> , - -	\$2,200	52 Hubbard.
	13 Elizabeth M. Leonard, - - -	700	45 Park.
	11 Lucy A. Minor, - - - - -	650	193 George.
	10 Rachel S. Evarts, - - - - -	600	193 George.
	9 Sarah C. Tyler, - - - - -	600	462 Chapel.
	8 Maria A. Graves, - - - - -	600	179 George.
	7 Kate M. Fagan, - - - - -	600	219 Whitney Av.
	6 Clara A. Hurlburt, - - - - -	550	641 Chapel.
	5 Fannie E. Graves, - - - - -	550	179 George.
	4 Edith E. Johnson, - - - - -	500	329 Elm.
	3 Eliza A. Benham, - - - - -	400	26 College.
	2 Eva L. Griffing, - - - - -	350	34 Cherry.
	1 Katharine Butts, - - - - -	550	199 George.
		\$8,850	
EATON SCHOOL. <i>Jefferson Street, cor. St. John.</i>	JOSEPH GILE, <i>Principal</i> , - -	\$2,200	264 State.
	12 Reugene L. Young, - - - - -	700	120 St. John.
	11 Mary L. Lee, - - - - -	650	162 Grand.
	10 Statira A. Rowe, - - - - -	600	344 State.
	9 Effie G. Stevens, - - - - -	600	96 Olive.
	8 Mary J. Bronson, - - - - -	500	502 State.
	7 Minnie G. Walitt, - - - - -	600	264 State.
	6 Heppie E. Goodrich, - - - - -	500	141 Church.
	5 Kate H. Candee, - - - - -	500	8 Court.
	4 Katie Smith, - - - - -	500	132 College.
	3 Julia Hovey, - - - - -	550	74 Olive.
	2 Flora A. Loper, - - - - -	350	58 Bradley.
	1 Mary J. Hayes, - - - - -	550	410 State.
		\$8,800	

SCHOOLS.	TEACHERS.	Salaries.	Residences.
	No. Room.		
WOOSTER SCHOOL.	RALPH H. PARK, <i>Principal</i> , -	\$2,200	Cedar Hill.
	12 Almena A. Giddings, - - -	700	23 Chestnut.
<i>Wooster Street,</i>	11 Sarah J. Hollande, - - -	650	60 Chapel.
<i>cor. Wallace.</i>	10 Annie E. Piggott, - - -	600	132 Hamilton.
	9 Mary A. T. Connelly, - - -	600	68 Columbus.
	8 Mary J. Arnold, - - -	600	30 Meadow.
	7 Ella A. Burwell, - - -	600	140 Whalley Av.
	6 Julia E. Thatcher, - - -	550	20 Chestnut.
	5 Almira W. Brooks, - - -	500	64 Chapel.
	4 Emma E. Burwell, - - -	500	637 Chapel.
	3 Ella A. Beach, - - -	350	163 St. John.
	2 Carrie M. Galpin, - - -	500	14 Warren.
	1 Harriet C. Miles, - - -	550	34 Fair.
		\$8,900	
DWIGHT SCHOOL,	LEVERETT L. CAMP, <i>Principal</i> , -	\$2,200	595 Chapel.
	12 Julia M. Edwards, - - -	700	595 Chapel.
<i>Martin Street,</i>	12 Maggie Baird, - - -	400	60 Liberty.
<i>cor. Gill.</i>	11 Emma S. Bernard, - - -	650	595 Chapel.
	10 E. Justine Carrington, - - -	550	125 Dwight.
	9 J. F. Crane, - - -	500	155 St. John.
	8 Harriet E. Judson, - - -	600	66 Howe.
	7 Emma E. Lincoln, - - -	600	57 Martin.
	6 Charlotte Hills, - - -	550	37 College.
	5 Lizzie V. Southworth, - - -	550	10 Sylvan Av.
	4 Jessie Craig, - - -	500	14 University Pl.
	3 Mary A. Daggett, - - -	400	128 York.
	2 Gertrude L. Cooper, - - -	400	121 Day.
	1 Joanna W. Bradley, - - -	550	37 College.
		\$9,150	
SKINNER SCHOOL.	HENRY C. DAVIS, <i>Principal</i> , -	\$2,200	43 Clark.
	12 Mary A. Page, - - -	700	43 Clark.
<i>State Street, cor.</i>	12 Bessie S. Collins, - - -	400	12 Whiting.
<i>Summer.</i>	11 Mary J. Curtis, - - -	650	16 Audubon.
	10 Ella J. Bronson, - - -	600	502 State.
	9 Sarah L. Mallory, - - -	550	5 Court.
	8 Ellen L. Maguire, - - -	550	274 Hamilton.
	7 Ann E. Loper, - - -	550	58 Bradley.
	6 Mary E. Dallaber, - - -	500	40 Bradley.
	5 Emma N. Crabtree, - - -	450	20 Clark.
	4 Fannie I. Bunce, - - -	400	2 Poplar.
	3 Sarah E. Thatcher, - - -	400	20 Chestnut.
	2 F. Elsie Terrill, - - -	450	49 Collis.
	1 Mary J. Morris, - - -	550	36 Lyon.
		\$8,950	
WASHINGTON SCHOOL.	GEORGE R. BURTON, <i>Principal</i> , -	\$2,200	33 Sylvan av.
	12 Emily E. Warner, - - -	700	20 Fortsea.
	12 Laura T. Cannon, - - -	400	118 Columbus.
<i>Howard Avenue,</i>	11 Julia M. Catlin, - - -	650	73 Washington.
<i>cor. Putnam.</i>	10 Alice S. Gillette, - - -	400	15 Columbus.
	9 Huldah Everett, - - -	550	75 Columbus.
	8 Fannie C. Hull, - - -	550	10 Howard Av.
	7 Mary A. Pinney, - - -	550	9 Park.
	6 Catherine C. Jones, - - -	550	29 Columbus.
	5 E. Josie Cargill, - - -	400	29 Columbus.
	4 Ella J. Reilly, - - -	400	3 Cedar.
	3 Isabella C. Gillespie, - - -	350	West Haven.
	2 Fannie E. McLaughlin, - - -	400	313 Water.
	1 H. Esther Hotchkiss, - - -	550	346 Howard av.
		\$8,650	

TEACHERS.

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SCHOOLS.	TEACHERS.	Salaries.	Residences.
	No. Room.		
DIXWELL AVENUE SCHOOL.	SARAH E. HUGHES, - - -	\$800	East Haven.
	7 Fannie T. Munson, - - -	400	27 Mansfield.
	6 Emilie E. Ruckholdt, - - -	550	68 High.
	5 Annie G. Kennedy, - - -	500	156 York.
	4 Sarah S. Benham, - - -	450	26 College.
	3 Nellie C. Peck, - - -	450	141 York.
	2 Fannie I. Baldwin, - - -	550	10 University Pl.
	1 Mattie M. Dudley, - - -	400	55 Canal.
		\$4,100	
HAMILTON SCHOOL <i>Btwn. Hamilton and Wallace, near Grand.</i>	S. M. AGNES WELCH, - - -	\$800	267 Franklin.
	9 " Helena M. Charlton, - - -	600	267 "
	8 " Rita Shea, - - -	600	267 "
	8 " Clementine Kenney, - - -	450	267 "
	7 " Borromeo O'Hare, - - -	550	267 "
	6 " Arsenius Caden, - - -	550	267 "
	5 " Celestine Wall, - - -	550	267 "
	4 Mary F. Leary, - - -	350	131 Hamilton.
	3 S. M. Katie Whelan, - - -	400	267 Franklin.
	2 " Ambrosia Coonan, - - -	500	267 "
	1 " Cyril Welch, - - -	550	267 "
		\$5,900	
CEDAR STREET SCHOOL. <i>Near Washington.</i>	CORNELIA A. WALKER, - - -	\$1,500	1 Poplar.
	8 Lizzie A. Bradley, - - -	200	230 Elm.
	8 Mary A. Durrie, - - -	200	85 Broadway.
	7 Katie R. Callahan, - - -	200	144 Goffe.
	6 S. Libbie Hunter, - - -	200	88 Asylum.
	F. Isabel Andrews, - - -	200	13 Spruce.
	5 Maggie A. Byrne, - - -	200	44 Daggett.
	Martha E. Chapman, - - -	200	261 George.
	4 Joanna M. Gleeson, - - -	200	106 Wallace.
	3 Sarah M. Hanover, - - -	200	41 Columbus.
	2 Rosalia G. Maher, - - -	200	80 Portsea.
	1 Anna R. Hubbell, - - -	200	3 Dow.
	1 Inez E. Nettleton, - - -	200	91 Dwight.
		\$3,900	
SOUTH ST. SCHOOL.	LUCY A. F. PINNEY, - - -	\$800	198 George.
	6 Ella D. Parmelee, - - -	400	7 Cedar.
	5 Rebecca P. Arnold, - - -	400	30 Meadow.
	4 Lizzie M. Healy, - - -	550	16 Factory.
	3 Hannah M. Chamberlain, - - -	450	45 Park.
	2 Edwa A. Morgan, - - -	400	14 Park.
	1 Catherine J. Herrity, - - -	550	70 Congress Av.
		\$3,550	
FAIR ST. SCHOOL.	CLARISSA B. WILLIAMS, - - -	\$800	252 State.
	4 Mary C. Gorham, - - -	200	38 Prout.
	Sarah J. Gibson, - - -	200	48 Nicoll.
	3 Emma E. Beach, - - -	200	163 St. John.
	2 Mary E. Root, - - -	200	139 Hamilton.
	Fannie C. Upson, - - -	200	94 High.
	1 M. Carrie Strickland, - - -	200	42 Whitney Av.
	Ruth A. C. Stebke, - - -	200	116 Wooster.
		\$2,200	

SCHOOLS.	TEACHERS.	Salaries.	Residences.
EDWARDS STREET SCHOOL.	No. Room.		
	3 Mary E. Hall, - - - -	\$450	83 Grand.
	2 Susie Sheridan, - - - -	400	291 Orange.
	1 Margaret T. Bryden, - - -	450	25 Humphrey.
		\$1,300	
GOFFE STREET SCHOOL. <i>Cor. Sperry.</i>	JULIA A. BALLANTINE, - - -	\$900	133 College.
	A. H. Tinkham, - - - -	350	Ivy St.
	Livia M. Guthrie, - - - -	350	cor. Newhall and Thompson.
		\$1,500	
GERMAN-ENGLISH SCHOOL. <i>Wooster Street.</i>	2 HERMAN TRISCH, - - - -	\$1,000	42 Fair.
	1 Angenette T. Marchal, - - -	450	300 Grand.
		\$1,450	
DIVISION STREET SCHOOL.	Abble H. Bodfish, - - - -	\$550	130 Dwight.
	Fannie Bryant, - - - -	500	163 York.
		\$1,050	
ELM ST. SCHOOL.	2 Emma C. Judd, - - - -	\$550	343 Elm.
	1 Cornelia Sargent, - - - -	450	30 Martin.
		\$1,000	
WASHINGTON BRANCH SCHOOLS.	1 Jennie E. Minor, - - - -	\$400	110 Liberty.
	2 Fannie E. Butler, - - - -	350	22 Prince.
		\$750	
OAK ST. SCHOOL. <i>Cor. Greenwood.</i>	4 JENNIE E. BARBER, - - - -	\$550	166 Oak.
	3 Louise G. Wolcott, - - - -	350	65 Sylvan Av.
	2 Gertrude E. Cowap, - - - -	350	533 Chapel.
	1 Martha May, - - - -	400	19 Park.
		\$1,650	
CITY POINT.	M. L. Livingston, - - - -	\$400	35 Chatham.
FAIR STREET UN- GRADED SCHOOL.	Marietta Wildman, - - - -	\$550	21 Clark.
	Emily A. Wildman, - - - -	550	21 Clark.
		\$1,100	
WHITING ST. UN- GRADED SCHOOL.	John M. Hart, - - - -	\$700	426 Chapel.

FAIR HAVEN DISTRICT.

SCHOOLS.	TEACHERS.	Salaries.	Residences.
WOOLSEY SCHOOL. <i>Grand Street.</i>	No. Room.		
	HENRY W. AVERY, <i>Principal.</i> -	\$1,300	
	8 Maggie M. Robinson, - - -	600	
	7 Nellie P. Moss, - - -	475	
	6 Emma C. Woodward, - - -	475	
	5 Lottie D. Butler, - - -	500	
	4 Mary J. Warren, - - -	400	
	3 Jennie E. Avery, - - -	400	
	2 Ella E. Curtis, - - -	350	
	1 Maria L. Breen, - - -	550	
		\$5,050	
CLINTON AVENUE SCHOOL.	3 H. Maria Woodford, - - -	\$ 380	
	2 Sarah M. Bartram, - - -	300	
	1 Hetty Bradley, - - -	400	
		\$,1080	
	<i>Teacher of Drawing.</i>		
	Louis Bail, - - -	\$1,200	43 Park.
	<i>Teacher of Vocal Music.</i>	\$2,000	20 Grove.
	B. Jepson, - - -		



JANITORS APPOINTED FOR 1871-72.

Eaton School,	Nehemiah Bristol,	\$500.00	250 Franklin.
Webster School,	John M. Mattingly,	500.00	6 College.
Dwight School,	George W. Judd,	500.00	66 Martin.
Wooster School,	David Sturgis,	500.00	94 Wallace.
Skinner School,	Henry S. Loper,	500.00	68 Bradley.
Washington School, ...	James O'Brien,	500.00	18 Salem.
Woolsey School,	Moses Jones,	450.00	Fair Haven.
Hamilton School,	Patrick Hall,	450.00	83 Grand.
Cedar St. School,	Henry W. Blakeslee, ...	875.00	77 Washington.
High School,	Thomas W. Beecher, ...	300.00	29 Washington.
Dixwell School,	John W. Munson,	350.00	100 Webster.
South St. School,	Isaac Martyn,	300.00	37 Olive.
Fair St. School,	" "	200.00	"
Goffe St. School,	Warner Smith,	180.00	107 Webster.
Edwards St. School, ...	Henry S. Loper,	200.00	68 Bradley.
Oak St. School,	P. Keegan,	200.00	37 Auburn.
Small Schools, Evening Schools, Office, estimate,		335.00	
		\$6,340.00	

School Calendar for 1871--72.

1871.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	1872.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
AUG.								MAR.							
SEPT.					31	1	2		3	4	5	6	7	1	2
	3	4	5	6	7	8	9		10	11	12	13	14	15	16
	10	11	12	13	14	15	16		17	18	19	20	21	22	23
	17	18	19	20	21	22	23		24	25	26	27	28	29	30
	24	25	26	27	28	29	30		31						
OCT.	1	2	3	4	5	6	7	APRIL		1	2	3	4	5	6
	8	9	10	11	12	13	14		7	8	9	10	11	12	13
	15	16	17	18	19	20	21		14	15	16	17	18	19	20
	22	23	24	25	26	27	28		21	22	23	24	25	26	27
	29	30	31						28	29	30				
NOV.				1	2	3	4	MAY				1	2	3	4
	5	6	7	8	9	10	11		5	6	7	8	9	10	11
	12	13	14	15	16	17	18		12	13	14	15	16	17	18
	19	20	21	22	23	24	25		19	20	21	22	23	24	25
	26	27	28	29	30				26	27	28	29	30	31	
DEC.						1	2	JUNE							1
	3	4	5	6	7	8	9		2	3	4	5	6	7	8
	10	11	12	13	14	15	16		9	10	11	12	13	14	15
	17	18	19	20	21	22	23		16	17	18	19	20	21	22
	24	25	26	27	28	29	30		23	24	25	26	27	28	29
1872.	31							JULY	30						
JAN.		1	2	3	4	5	6			1	2	3	4	5	6
	7	8	9	10	11	12	13		7	8	9	10	11	12	13
	14	15	16	17	18	19	20		14	15	16	17	18	19	20
	21	22	23	24	25	26	27		21	22	23	24	25	26	27
	28	29	30	31					28	29	30	31			
FEB.					1	2	3	AUG.					1	2	3
	4	5	6	7	8	9	10		4	5	6	7	8	9	10
	11	12	13	14	15	16	17		11	12	13	14	15	16	17
	18	19	20	21	22	23	24		18	19	20	21	22	23	24
	25	26	27	28	29				25	26	27	28	29	30	31

The Fall Term begins Thursday, August 31; ends Dec. 22. 15 weeks, 3 days.

The Winter Term begins Tuesday, January 2; ends April 19. 15 weeks, 2 days.

The Summer Term begins Thursday, May 2; ends July 3. 9 weeks.

Number of school weeks in the year, 40.

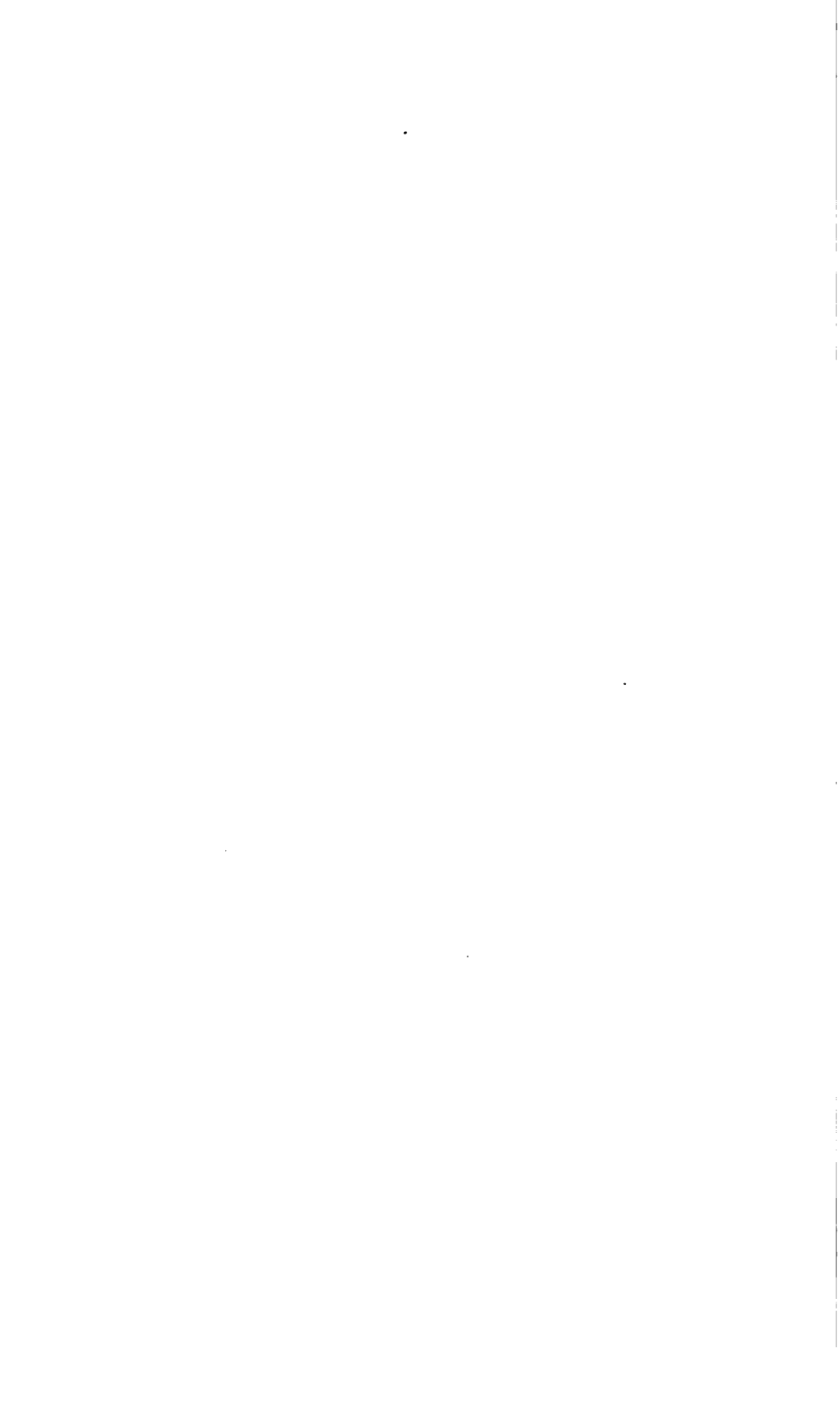
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Annual State Fast (Good Friday), March 29th.

State Teachers' Association, one day in October.

Washington's Birthday, February 22d.

ERRATA.—Table IV. Fair st. School should read No. Teachers, 8.
 South st " " " " " 7.
 Total No. Teachers for 1871 " " 154 instead of 152.



School Calendar for 1871--72.

1871.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	1872.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
AUG.				31				MAR. ...						1	2
SEPT.	3	4	5	6	7	8	9		3	4	5	6	7	8	9
	10	11	12	13	14	15	16		10	11	12	13	14	15	16
	17	18	19	20	21	22	23		17	18	19	20	21	22	23
	24	25	26	27	28	29	30		24	25	26	27	28	29	30
OCT.	1	2	3	4	5	6	7	APRIL ...	31						
	8	9	10	11	12	13	14			1	2	3	4	5	6
	15	16	17	18	19	20	21		7	8	9	10	11	12	13
	22	23	24	25	26	27	28		14	15	16	17	18	19	20
	29	30	31						21	22	23	24	25	26	27
NOV.				1	2	3	4	MAY	28	29	30		1	2	3
	5	6	7	8	9	10	11			5	6	7	8	9	10
	12	13	14	15	16	17	18		12	13	14	15	16	17	18
	19	20	21	22	23	24	25		19	20	21	22	23	24	25
	26	27	28	29	30				26	27	28	29	30	31	
DEC.						1	2	JUNE ...							1
	3	4	5	6	7	8	9		2	3	4	5	6	7	8
	10	11	12	13	14	15	16		9	10	11	12	13	14	15
	17	18	19	20	21	22	23		16	17	18	19	20	21	22
1872.	24	25	26	27	28	29	30		23	24	25	26	27	28	29
JAN.	31							JULY ...	30						
		1	2	3	4	5	6			1	2	3	4	5	6
	7	8	9	10	11	12	13		7	8	9	10	11	12	13
	14	15	16	17	18	19	20		14	15	16	17	18	19	20
	21	22	23	24	25	26	27		21	22	23	24	25	26	27
	28	29	30	31					28	29	30	31			
FEB.					1	2	3	AUG.						1	2
	4	5	6	7	8	9	10		4	5	6	7	8	9	10
	11	12	13	14	15	16	17		11	12	13	14	15	16	17
	18	19	20	21	22	23	24		18	19	20	21	22	23	24
	25	26	27	28	29				25	26	27	28	29	30	31

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Prof. Cyrus
607 Ch.

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ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

New Haven City School District,

FOR THE YEAR ENDING SEPT. 1, 1872.



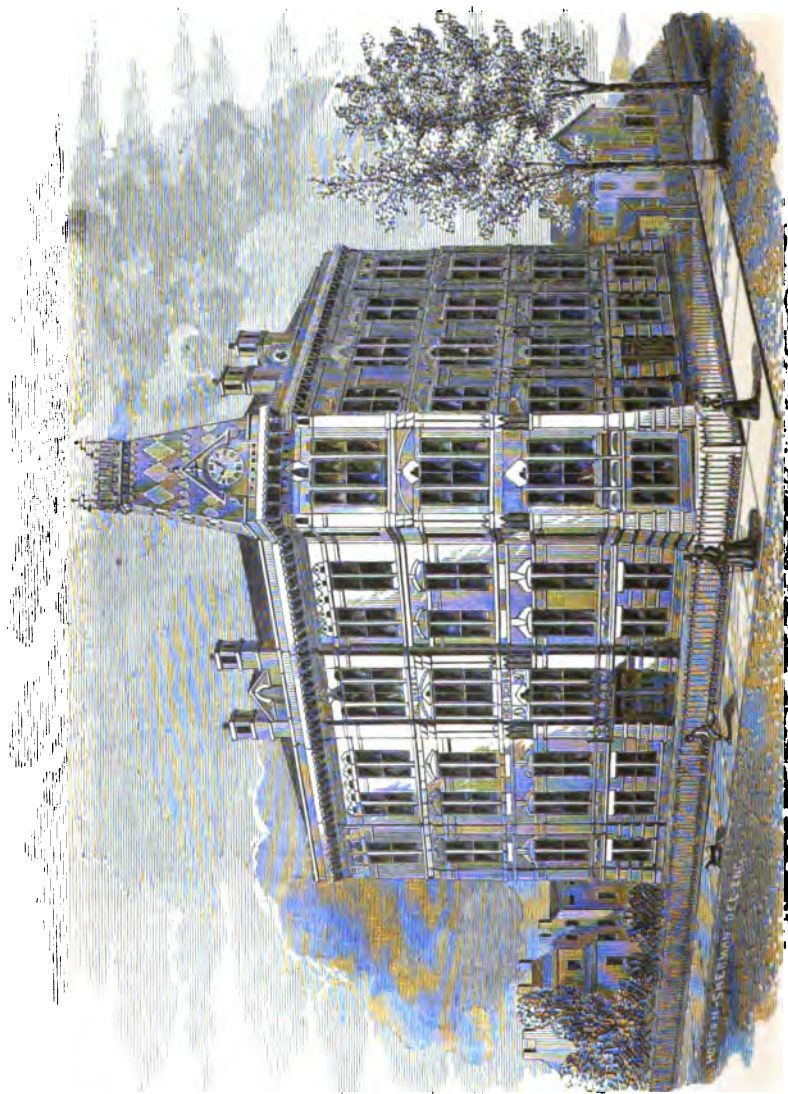
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1872.



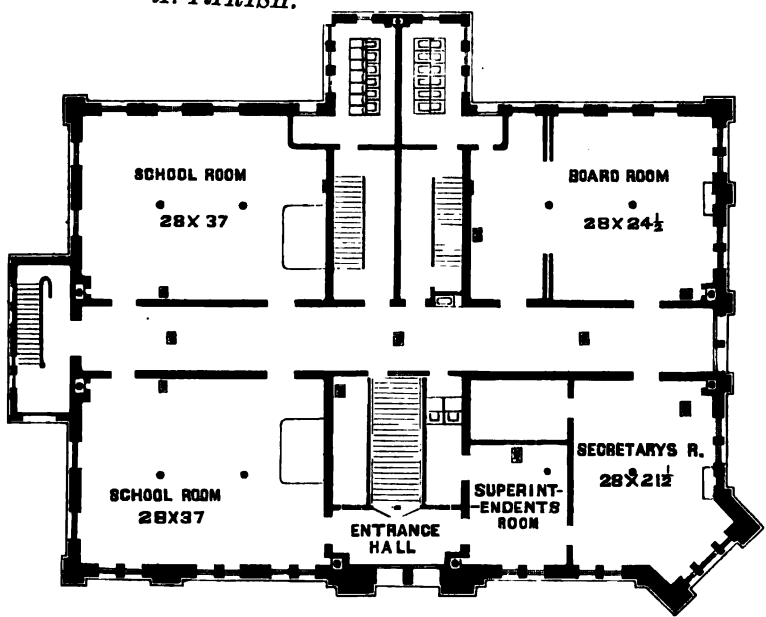
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TILDEN FOUNDATIONS



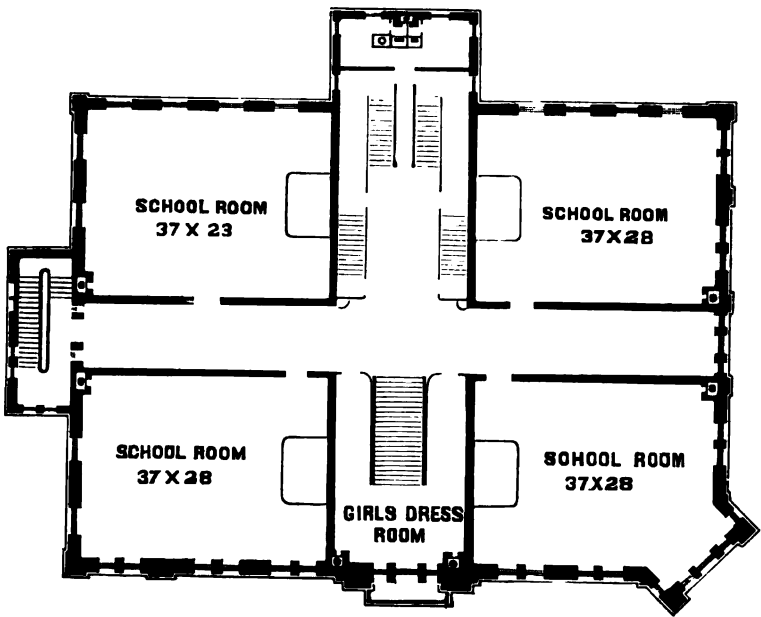
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With the Compliments of

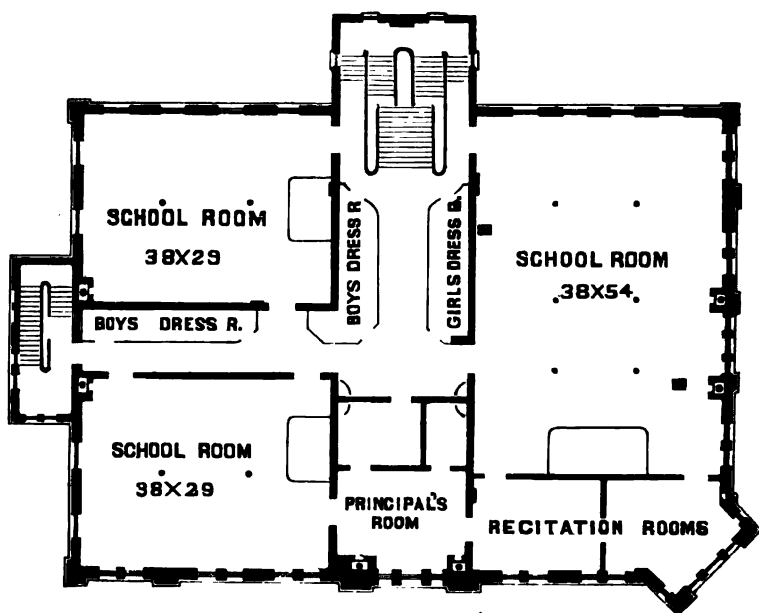
A. PARISH.



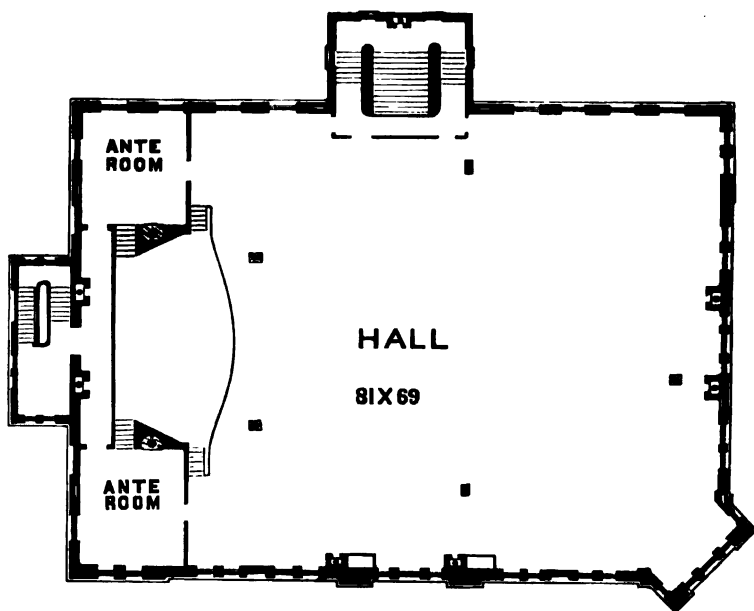
PLAN OF THE FIRST FLOOR.



SECOND FLOOR.



THIRD FLOOR.



FOURTH FLOOR.

ANNUAL REPORT

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TILDEN FOUNDATIONS.
1902

SCHOOL OFFICERS, 1871-72.

BOARD OF EDUCATION:

LUCIEN W. SPERRY, PRESIDENT.

	Term expires
AMOS F. BARNES,	- 1872
CHARLES ATWATER,	1872
SAMUEL HEMINGWAY,	- 1872
LUCIEN W. SPERRY,	1873
JOHN E. EARLE,	- 1873
PATRICK MAHER,	1873
HARMANUS M. WELCH,	- 1874
MAIER ZUNDER,	1874
SAMUEL E. MERWIN, JR.,	- 1874

COMMITTEE ON FINANCE,

CHARLES ATWATER, HARMANUS M. WELCH,
MAIER ZUNDER.

COMMITTEE ON SCHOOLS,

JOHN E. EARLE, LUCIEN W. SPERRY,
SAMUEL E. MERWIN.

COMMITTEE ON SCHOOL BUILDINGS,

PATRICK MAHER, SAMUEL HEMINGWAY,
AMOS F. BARNES.

SUPERINTENDENT,
ARIEL PARISH.

SECRETARY,
HORACE DAY.

TREASURER,
HARMANUS M. WELCH.

COLLECTOR,
WALTER OSBORN.

AUDITORS,

JOHN W. MANSFIELD, RICHARD F. LYON.

REPORT

OF THE

BOARD OF EDUCATION.

THE Board of Education respectfully present to the District their Report for the year which is now closed.

It is made the duty of the Board by law annually to lay before you in detail the condition of the schools, and the expense at which they have been maintained.

It is their further duty to call your attention to all important questions that have arisen pertaining to the instruction of our children or the general interests of education among us.

The Board refer the District to that part of their report which is presented by the Superintendent, as giving a full and satisfactory account of the progress of the various schools; and to the report of the Secretary, as indicating the entire expenses of the year. These reports, including the tabulated statements of the Superintendent, are sufficiently minute to give all inquirers definite information as to the cost, the success, and the every day work of our schools. In addition to their ordinary routine duties, the time and attention of the Board has been largely engrossed the past year by the necessity of providing such additional school buildings that it should no longer be a reproach to New Haven that children of proper age waiting for seats in the public schools were precluded from instruction by the deficiency of school accommodations. The union of Fair Haven with the City School District a year ago added to the embarrassment of the Board in this respect, while it aided them in coming to the determination that at the end of the year there should, if possible, be a seat in a comfortable school house for every child among us who wished to attend.

to the old Lancasterian School-house, corner of Orange and Wall streets. Successive Boards of Education have acted with great caution in this matter, under the conviction that any action on their part would be premature which did not carry with it the general approval of the community. In the annual report of 1869, the attention of the district was briefly called to the growing demand for a building that should supply the growing necessities of the school. In the report for 1870, a full statement was presented by a Committee of the Board, as to the kind of building that seemed to be needed, and of the relation of such a building to our other schools and to the general interests of the District. An appropriation of \$50,000 was made by the District at that time to cover the expense of converting the old building into a convenient High School. But after the best High Schools of New England had been visited by a Committee of the Board, and the plans perfected for an alteration and enlargement of the old edifice, the arrangement was not wholly satisfactory to the Board, to the best friends of education, nor especially to those who felt that a High School building in New Haven should not be conspicuously inferior in its appearance or arrangement to the High Schools of other and smaller cities. At a District meeting in May, 1870, a further appropriation of fifty thousand dollars was made for the erection of a building that should be entirely new. The contract for mason work was awarded, August, 1871, to A. J. Ramsdell for \$53,975; for joiner work to S. Merwin & Co. for \$29,445; to Treadway & Warner for furnaces, for \$2,575, being respectively the lowest bidders, leaving the entire furniture of the building, the fencing, flagging and many of the minor details of the structure for a further award. The ceremonies connected with the laying of the corner-stone took place Wednesday afternoon, Oct. 4, 1871, in presence of a large assembly. The order of exercises were as follows:

1. Music, by Felsburg's Orchestra.
2. Introductory Remarks, by Hon. L. W. SPERRY, President of the Board of Education.
3. Hymn, from Oland Bourne.
4. Address, by President PORTER, of Yale College.
5. Hymn, by Teutonia Maenner Chor.

6. Laying Corner Stone, with an address by Hon. JAMES E. ENGLISH.
 7. Hymn, by Teutonia Maenner Chor.
 8. Brief Addresses, by Hon. JAS. F. BABCOCK and JOHN E. LOVELL, Esq.
 9. Hymn, written for the occasion.
 10. Prayer, by Rev. Dr. BACON.
- Doxology—*Old Hundred*.

During the first two terms of the year the Board were indebted to the courtesy of the proper State officers for permission to make use of the Senate chamber and Committee rooms in the State House for the sessions of the High School. The meeting of the Legislature in May obliged the school to find accommodations for the summer term in Tyler's building in Chapel street.

The new edifice was so far completed that the school was formally opened Monday afternoon, Sept. 2d, 1872. The following programme of exercises indicates the character of the proceeding:

1. Music, Tannhauser Fantasie. E. A. PARSONS.
2. Prayer by Rev. Dr. BEARDSLEY.
3. Dedication Song, by Pupils of the High School. Written for the occasion.
4. Introductory Address, by Hon. L. W. SPERRY, President of the Board of Education.
5. Music, Overture, L'Italiana in Algieri, by Felsburg's Orchestra.
6. Address by Rev. B. G. NORTHROP, Secretary of the State Board of Education.
7. Music, "Gently Fall the Dews of Eve," by the Pupils of the High School.
8. Remarks by Prof. CYRUS NORTHROP, Yale College.
9. Music, O'Isis and Osiris. Teutonia Maenner Chor.
10. Brief Addresses by Lt. Gov. TYLER and Ex-Gov. ENGLISH.
11. Music, "It is the Lord's own day," Teutonia Maenner Chor.
12. Presentation to JOHN E. LOVELL, from the members and officers of the Board, of a cane made from a rafter of the old Lancasterian School House, by Hon. E. K. Foster, with reply from Mr. LOVELL.
13. Music, "Life a Dream," Felsburg's Orchestra.

14. Presentation of Diplomas to the Graduating Class of 1872.
15. Parting Hymn, by the Graduating Class and Scholars of the High School.
16. Prayer and Benediction.

After a delay of twenty years, New Haven possesses a High School edifice which for external appearance and internal arrangement will compare favorably with the best High School buildings in the country. It now remains for the fathers and mothers of New Haven to say what use shall be made of it. Shall its carefully prepared course of study, which aims at nothing more than to make those who soon are to fill our places intelligent, well educated men and women, be a benefit to a few only, or shall the school be regarded by the practical and cordial support of the entire community as a school performing the great work of elevating the standard of general education among us, by giving to all our children the opportunities and facilities for a thorough business and English education.

In the present unfinished state of the building, it is impossible to state its exact cost. It is certain, however, that the mason, joiner, plumber and furnace work, including all extras, together with flagging, fencing, and the entire furniture of the building, will not exceed the sum appropriated by the District.

Nearly two years have passed since the New Haven Board attempted to give efficiency to the then existing laws against truancy and vagrancy, by the establishment of a truant school and by making more commodious the ungraded school in Fair St. for children who are irregular in their attendance. The general legislation of the State the present year has re-affirmed the ancient doctrine of Connecticut that it is the duty of the State to make adequate provision for the instruction of such children as are in danger of being defrauded of their right to a fair elementary education. In other words, compulsory education is now provided by law for truants, vagrants, neglected children, and children under fourteen years of age who are obliged to work for a portion of the year. In addition to its prohibition of vagrancy and its punishment of truancy, the law seeks to protect children from the cupidity or the carelessness of parents on the one hand, and from the excessive and growing demand for the cheapest possible labor on the other, by enforce-

ing a penalty on employers of children under 14 years old, unless they present a certificate of attendance at school for at least three months in the year, from their teacher; and by a fine of five dollars a week on parents of children who have been discharged from work for the purpose of attending school, but fail to do so. While the result of the attempt to put an end to truancy and vagrancy in New Haven has been on the whole satisfactory to the Board, they have occasion to feel that much remains to be done to secure to young children at work in our numerous factories and shops, the limited instruction the law intends. A more definite statement of what has been accomplished and of what yet remain to be done on these subjects, includes the following particulars:

1. Truancy proper, or the absence of children from school without the sanction of their parents or teachers, has been considerably reduced and in our best schools is not of frequent occurrence.

2. Irregularity of attendance from families which allow every excuse to be a reason, and every pretext to be an excuse, is largely diminished. Much of this gain is due to the promptness with which most of our teachers send out printed blanks for parents to sign, giving the reason for absence. It is an amusing sight to be near one of our well managed schools at its opening, and see the alacrity with which the youthful monitors separate from the school door in quest of unexplained absences. The thoroughness with which this work is done leaves careless parents without excuse, whenever the irregularity of their children terminates in a temporary transfer to one of the ungraded schools.

3. All disturbances around the different school houses by vagrant boys have ceased.

4. It is rapidly coming to be regarded by children as a juvenile crime to be seen loitering about the streets during school hours.

5. The children whom it has been found most difficult to reach are those who find occasional employment in the shops, and who make this an excuse for entire non-attendance at school. They lounge around the factories, and are ever ready with the excuse that they are going to have a job next week. They are not

employed ; they are not at school ; they are simply ready for a short job, and for quarreling, fighting and a long play spell. They furnish a large portion of those who are sent by the City Court to the poor-house, the jail or the Reform School.

6. The employment of children contrary to law results from three causes. The poverty of parents, the cupidity of parents, and the insatiable demand for cheap labor. Cases unquestionably exist where town aid or the benevolence of individuals is imperatively needed whenever a child is taken from work to attend school ; but these instances are not numerous, and means have been found the past year to provide for these exceptional cases. Much the larger part of the violation of the law is found to come from parents who do not absolutely need the small wages earned by their children. The number of parents who would gladly keep their children constantly at work at the ages of ten, eleven and twelve years, is greater than would readily be believed. This cupidity of parents is greatly encouraged by the many kinds of manufacturing industry in New Haven in which very small children can be employed. Cheap production and large sales seem to be the conditions of manufacturing success, but cheap production purchased at the expense, not to say of the intelligence of the next generation, but of their very means of becoming intelligent, is the dearest commodity in which any community can indulge.

Something is certainly due children whose necessities oblige them to begin work very early in life, and it is a fortunate circumstance for them that among the warmest friends of compulsory instruction are a number of our largest manufacturers.

7. The principal difficulty in enforcing a three months attendance upon children in the shops is the custom of subletting. The actual employer of the boy is often not the manufacturer or his responsible agent. Contractors engage to do certain kinds of work at a given price, and they employ whom they please. Naturally the contractor is desirous of doing his work as cheaply as possible, and as the boy of ten will work for half the price that the boy of fifteen expects, the small boy who should be at school gets the job, while the large boy thinks something should be done to check excessive competition.

When complaint is made to the manufacturer, that boys are employed in his factory contrary to law, he says that he does not employ any boys, and cannot control the action of his contractors. By the revised school laws a penalty of one hundred dollars is now incurred by any person who shall employ a child contrary to law.

The Board are indebted to the Police Commissioners and to the Captain of Police for their cordial coöperation in the effort to secure a fair common school education to neglected and wayward children, and to Officer Davison, to whom the special duties of truant officer are entrusted, for the energetic and efficient manner in which he has carried out their wishes. Other policemen have rendered aid to the Board by warning, vagrant children from the streets during school hours, and by returning them to their homes or to the schools from which they were truants.

The Board entertain the hope that another year will witness the compliance of all our employers with the intention of the law, and the full assistance of the police in preventing any of our youth from growing up brutal, ignorant, and lawless.

The annexation of Fair Haven to the New Haven City District has proved, so far as the Board are informed, mutually satisfactory. The limited number of school rooms and the rapid increase of children in Fair Haven render it necessary that a new school house be immediately built in that part of the District, and an appropriation for this purpose will be asked at the Annual Meeting.

The Report of last year intimated a doubt whether the reduced District tax of $2\frac{1}{2}$ mills on the dollar would be sufficient to meet the expenses of the enlarged District, in addition to the outlay for the High School edifice and the school house at Newhallville. The Board are happy to say that no increase of taxation is needed to enable them to pay off in three or four years the only indebtedness of the District—that incurred by the erection of the High School—and to keep pace in the yearly increase of school houses with the increase of population.

In behalf of the Board,

LUCIEN W. SPERRY, *President*.

REPORT

OF THE

FINANCE COMMITTEE.

The Finance Committee of the Board of Education respectfully submit the following Report, including those of the Treasurer and the Secretary :

TREASURER'S REPORT.

Balance from last year's account,	\$ 15,404.32
From Walter Osborn, Collector of Taxes,	93,170.05
" State appropriation for Library,	425.00
" Loan from Edward Stevens,	10,000.00
" Fair Haven School District,	8,895.25
" Loan City Hall Sinking Fund,	4,000.00
" Loan National Savings Bank,	6,000.00
" Loan New Haven Savings Bank,	25,000.00
" Tax Town New Haven,	45,712.34
" Returned by Lorillard Insurance Company,	298.00
" State School Fund,	17,809.50
" Loan New Haven Gas Light Company,	25,000.00
" Income Town Deposit Fund,	1,602.43
" Loan First National Bank,	20,000.00
" Horace Day, sundry collections,	848.31
Total,	<u>\$269,165.20</u>
School District Orders paid,	<u>\$272,921.07</u>

NEW HAVEN, Sept. 11, 1872.

The undersigned has examined the accounts and vouchers of H. M. WELCH, Treasurer of New Haven City School District, for the year ending September 1st, 1872, and finds the same correct and a balance due the Treasurer at said date of thirty-seven hundred and fifty-five dollars and eighty-seven cents.

RICHARD F. LYON, Auditor.

SECRETARY'S REPORT.

The expenditures for the year ending September 1, 1872, are as follows, viz:

Salaries of Teachers,	\$105,388.44	
" Janitors,	6,673.00	
" Officers,	5,750.00	
		\$117,811.44
Fuel,		\$ 4,035.94
Rent—Hamilton School,	\$ 1,144.89	
South St. School,	600.00	
Division St. School,	206.25	
Cherry St. School,	200.00	
Clinton Ave. School,	250.00	
Tyler's Building, High School,	250.00	
		\$ 2,651.14
Printing—Annual Report, and Rules of the Board,	585.73	
High School Reports and other printing,	65.00	
Papers for High School Examinations,	77.25	
Check Book,	9.50	
Term Registers,	90.34	
Report blanks to Superintendent,	58.80	
Advertising,	41.85	
Approbation Cards,	19.25	
Reward "	40.00	
Merit "	27.50	
Absence "	36.40	
Admission "	7.25	
Drawing "	2.50	
Superintendent's Circulars,	8.25	
Course of Studies,	9.38	
School Register blanks,	12.00	
Time Tables,	12.00	
All other printing,	11.25	
		\$ 1,114.25
Books, Maps, Charts, etc.,—High School Library,	\$ 319.13	
Reference Books,	310.20	
School Books,	339.39	
Drawing Charts,	71.97	
		\$ 1,040.69
Stationery—School Diaries,	\$ 91.25	
Writing paper,	170.78	
Drawing paper,	96.00	
Lead pencils for drawing,	116.88	
Slate pencils for do.,	98.90	
Sharpening pencils for do.,	202.81	
Pens,	169.57	
Pen holders,	19.25	
Ink,	71.89	
Ink stands, Ink wells and covers,	15.48	

Stationery—Chalk crayons,	\$ 26.50	
Slates,	32.90	
Envelopes,	34.97	
Black-board rubbers,	22.30	
Blank books, and Stationery for Census, and Grand List,	23.20	
Letter Files and Binders,	5.75	
Stationery for Office,	3.90	
		\$ 1,202.33
Supplies for Janitors—Brooms,	\$ 32.67	
Floor Brushes,	100.19	
Feather and Counter Dusters,	71.66	
Mats and Matting,	51.98	
Shovels, Hods and Dust Pans,	14.70	
Baskets, Pails and Cups,	19.26	
Wheelbarrows, Ladders, etc.,	24.80	
		\$ 315.26
Miscellaneous—Annual School Meeting,	\$ 115.95	
Enumerating Children,	356.10	
Assessors' Bill for making Grand List,	600.00	
Cleaning School Houses,	477.17	
Furniture and Repairs,	298.65	
Musical Instruments and Repairs,	427.50	
Clocks and Repairs,	98.12	
Gas for Evening School and Office,	128.70	
Travel,	64.30	
Freight, Express, Carting and Errands,	28.51	
Postage,	7.10	
Insurance,	507.26	
Auditor,	5.00	
Black-boards,	26.00	
		\$ 3,140.36
Repairs and Improvements—Repairs on all Furnaces and Stoves,	\$ 471.55	
Webster School,	262.12	
Eaton "	1,278.69	
Wooster "	121.47	
Dwight "	41.30	
Skinner "	222.17	
Wash'gton "	99.76	
Hamilton "	4.25	
Cedar St. "	132.65	
Dixwell "	76.54	
Goffe St. "	3.30	
Fair St. "	19.96	
South St. "	22.27	
Division St. "	10.70	
Carlisle St. "	5.50	
Oak St. "	58.38	
Whiting St. "	25.19	

Repairs—City Point School,	\$ 2.50
Edwards St. School,	204.43
Woolsey "	479.28
Clinton Ave. "	8.01
Cherry St. "	5.75
Evening Schools,	4.25
Office,	3.20
	<hr/>
	\$ 3,563.22
Ordinary Expenses,	\$134,874.63

EXTRAORDINARY EXPENSES.

Paving and grading, Woolsey School,	\$ 788.86
Music seats, " "	85.00
Collecting Fair Haven School tax,	146.90
Final payment on Oak St. School house,	200.00
Division St. School house—Mason work,	11,057.70
Joiner "	7,526.34
Architect,	200.00
Furnaces,	376.73
Furniture,	230.00
Painting,	60.32
Iron Fence,	368.00
Black Boards,	98.00
High School—on Mason's contract,	53,000.00
" Joiner's "	27,000.00
" Furnace "	2,550.00
" Furniture "	2,853.03
" Gas and bell fixtures,	500.00
" Black Boards,	329.00
" Door and other trimmings,	372.77
" Sewer connections, grading, &c.,	73.12
Embankment walls, High School lot,	2,818.00
Laying corner stone and opening exercises, High School, ..	71.80
Furnishing four additional rooms, Hamilton School,	826.00
Finishing and Furnishing two rooms, Washington School, ..	890.77
" " " room, Clinton Ave. School, ..	265.45
Expense of removals and occupancy of State House and Tyler's Building by High School,	318.76
Temporary loan, paid,	20,000.00
Interest account,	3,724.94
New Furnaces, Edwards St. School,	556.20
Eaton "	100.00
Webster "	100.00
Fair St. "	90.00
Re-insurance, Loss by Chicago Fire,	496.54
Total,	<hr/>
	\$138,074.03
Total of ordinary expenses,	134,874.63
" extraordinary expenses,	138,074.03
Total,	<hr/>
	\$272,948.66

REPORT OF FINANCE COMMITTEE.

17

Ordinary expenses for the year ending Sept. 1, 1872,	\$134,874.63
" " " Sept. 1, 1871,	117,998.08
Increase,	16,876.55
Extraordinary expenses for the year ending Sept. 1, 1872,	\$138,074.03
" " " Sept. 1, 1871,	28,666.48
Increase,	\$109,407.55

NEW HAVEN, Sept. 11, 1872.

The undersigned has examined the bills, accounts and vouchers of HORACE DAY, Secretary of the Board of Education of New Haven City School District, for the past year, and finds the same correct.

RICHARD F. LYON, *Auditor*.

The ordinary expenses of the School District, for the year commencing Sept. 1, 1872, are estimated by the Committee on Finance as follows, viz:

Salaries of Teachers,	\$116,000
" Officers,	5,750
" Janitors,	7,000
Books, Stationery and Printing,	3,500
Brushes, Brooms, Rubbers, Dusters, Mats, etc.,	500
Rent of School Houses,	2,550
School Census and making Grand List,	950
Cleaning School Houses,	500
Fuel,	4,500
Repairs,	3,500
Furniture,	1,000
Insurance,	500
Contingencies,	1,000
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	\$147,250

The following real estate owned by the District is either estimated at the original cost, or at a low valuation:

Webster School Lot and Building,	\$23,000
Eaton School Lot and Building,	32,000
Hillhouse High School Lot, Building and Furniture,	100,000
Dwight School Lot and Building,	27,000
Dixwell School Lot and Buildings,	8,500
Washington School Lot and Building,	7,000
Whiting Street School Lot and Building,	2,000
City Point School Lot and Building,	800
Wooster School Lot and Building,	25,000
Fair Street School Lot and Building,	12,400

Skinner School Lot and Building,	\$ 44,000
Howard Avenue School Lot, Building and Furniture,	49,000
Edwards Street School Lot, Building and Furniture,	16,000
Oak Street School Lot, Building and Furniture,	15,200
Carlisle Street School Lot, Building and Furniture,	1,000
Woolsey School Lot, Building and Furniture,	22,000
Division Street School Lot, Building and Furniture,	22,300
	<hr/>
	\$407,200

The present indebtedness of the District, with the exception of the temporary balance due the Treasurer, is \$70,000.

CHAS. ATWATER, *Chairman.*

NEW HAVEN, Sept. 1, 1872.

REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

TO THE BOARD OF EDUCATION OF THE NEW HAVEN CITY
SCHOOL DISTRICT.

GENTLEMEN,—The prominent events of our School record, during the year just completed, are chiefly comprised under the following heads:—

1. Very satisfactory results have been secured in the business of instruction, in all the departments of our schools, through the earnest and faithful devotion of the teachers to their work.

2. A steady improvement is manifest in the discipline of the schools. A spirit of kindness on the part of the teacher, and a growing sympathy between teachers and pupils, is precluding occasions for transgression and severity.

3. With the exception of intermittent fever, in one section of the district, both teachers and pupils have enjoyed unusually good health. Rarely has there been such an exemption from the prevalence of epidemic diseases, which often interfere seriously with the regularity of school attendance and the improvement of the pupils. Few cases of severe sickness of teachers have occurred. The work of only one has been interrupted by death. Early in May last, Miss Isabella C. Gillespie passed away from earth, just at the beginning of what she regarded as a most delightful employment. Having completed her course in the Training School, with marked success, she received an appointment to a position in the Washington School. This she had filled but a few months when disease compelled her to withdraw from the duties upon which she had entered. Seldom does a young teacher exhibit, in so

short time, such abundant evidence of fitness for the employment she had chosen.

4. The territorial enlargement of the school district by the annexation of Fair Haven is an important event in our school history. It increases largely the number of pupils and teachers, and likewise the responsibility of those who are to provide for their educational wants.

5. The increased school accommodations by the erection of new buildings, and change in the system of supervision and instruction, mark a new era in the administration of the schools.

6. The progress made toward establishing a school for truant, irregular and insubordinate pupils, has been eminently satisfactory; and with improvements which further experience will suggest, results will no doubt be reached, within the school-room and on the streets, which cannot fail to be appreciated by the community.

7. Parents are rapidly becoming acquainted with the regulations necessary for the successful administration and instruction of our schools; and their increasing sympathy and coöperation with the teachers is lending a powerful influence to strengthen the latter in their work, and establish a mutual, kind regard between them and their pupils.

The usual table of statistics is presented below, which, in a condensed form, affords information essential to a knowledge of the constitution and character of the schools. A comparison, item by item, with the record of the last and previous years, will show a remarkable uniformity of attendance through a series of years, and a growth of the city and our school system which cannot fail to surprise those who have not made the comparison.

SUMMARY OF STATISTICS FOR 1871-72.

The population of the New Haven City School District, which now includes the entire city, according to the U. S. census of 1870, was,.....	49,621
Estimated population in 1872, based on school census,	52,439
The population of the City and Town (including Westville 1,265), according to the census of '70,	50,886
Assessed valuation of the real and personal property of the City and Town, 1871, assessed at about two-thirds its true value,.....	\$52,411,441.00

Increase over 1870,.....	\$5,884,276.00
The rate of taxation for all school purposes was .0025, or 2½ mills on a dollar.	
The number of persons between the ages of 4 and 16 years, enumerated in January, 1872, was,.....	11,873
Increase over 1871,	1,396
The number of school-houses occupied during a part or whole of the year,	25
Increase,	3
Owned by the District, at the close of the year,....	16
Whole number of school-rooms,.....	150
Increase,	25
Whole number of sittings,.....	7,904
Increase,.....	1,277

TEACHERS.

Whole number of male teachers now employed in the day schools, including teachers in music and drawing, one in each,.....	13
Whole number of female teachers,	169
Increase,	25
Whole number of teachers employed in the day schools, including drawing and music teachers,	182

NUMBER OF PUPILS IN ATTENDANCE.

Whole number of scholars registered (admitted) during the year,.....	8,771
Increase,.....	1,562
Average number registered (belonging) during the year—	
Boys,....	3,645
Girls, ...	3,456
Increase,.....	1,041
Average daily attendance, after deducting absences,	6,766
Increase—	
Boys,....	520
Girls,....	520
Total,..	1,040
Per cent. attendance of all the schools,.....	95.3
Increase,.....	.7
Ratio of the average number registered (belonging) to the number enumerated (between 4 and 16 years), .....	.598
Increase,.....	.02

Ratio of the number in <i>daily attendance</i> to the number enumerated,.....	.578
Increase,.....	.03
Whole number of absences during the year,.....	126,503
Increase,.....	44,684
Average number of absences to a scholar, based on the number belonging,.....	18.8
Decrease,	1
Average number of scholars absent each half day, ..	316
Increase,	15
Whole number of tardinesses during the year,	8,142
Increase, ..	1,225
Average number of tardinesses to a scholar, based on the number in daily attendance,.....	1.2
Decrease, .....	.02
Number of cases of truancy,	548
Decrease,	35
Number of scholars transferred to ungraded schools, which previously would have required suspension,.....	106
Decrease,	92
Number of half-days perfect attendance—Boys,....	22,208
“ “ “ “ Girls,....	20,004
Increase,.....Boys,....	4,699
“Girls,....	4,183
Number of half-days, all present,.....	10,629
Increase,.....	2,273
Average age of all the pupils is,	9y 8m
Increase,	1m
Whole number of tardinesses of teachers,.....	705
“ “ “ “ last year,	601
Increase,	104
Number of teachers not tardy during last year,....	37
“ “ “ “ in 1870-71,	40
Decrease,	3
Number of tardinesses to a teacher, after deducting those who were not tardy during the year,.....	4.8
Number to a teacher in 1870-71,.....	5.4
Decrease, .....	.6
Whole number of absences of teachers in 1871-72,.	1,363
“ “ “ “ 1870-71,.	1,258

SCHOOL ACCOMMODATIONS.

The new school-houses erected within the two years past have given an increase of seats barely equal to the increased number of scholars in the whole district. Since the erection of the Edwards St. primary, the Skinner School has been very evenly filled; and the Edwards St. school has averaged some ten vacant seats in each room, through the year. All the seats in the Skinner district will soon be occupied, and a new demand for more school rooms will be made.

The Oak St. house, opened in September last, drew a large number of pupils from the Dwight School, leaving vacant seats in the two (1 and 2) primary rooms. But the Webster School, which it was supposed the Oak St. house would relieve, has been under severe pressure, especially during the last part of the year. But the South St. and Cedar St. Schools have been less crowded, yet fairly filled.

The addition of four new rooms to the Hamilton School has taken a large number of pupils living in its vicinity from the Wooster School. The average number of vacant seats in the latter school has been over one hundred through the year. But it should be stated that in each of the six lower rooms there are sixty-one seats, and the attendance has been fifty-five pupils to a teacher; quite as large a number as any primary teacher should ever attempt to instruct. The depletion is found chiefly in the upper rooms. Promotions were not made to fill them, because the pressure below was not sufficient to warrant the serious loss which would follow the breaking of grades in the higher rooms.

The beautiful house recently completed at Newhallville provides for the wants of that part of the city for several years in the future. Four rooms in the second story remain unfinished; of the four completed on the first floor two have already been filled, and the third will be opened at the beginning of the next term. Some scholars who have attended the Dwight and Dixwell Schools will now perhaps prefer to attend this school. If so, ample accommodations are provided for the Dwight District.

Two rooms in the upper part of the Fair St. School building were furnished and occupied at the beginning of the past year,

in which are ninety-eight seats. Two primary rooms have been finished in the basement of the Washington School, and are now occupied by over one hundred children. The fourteen rooms in the Washington School building now furnish seven hundred and eighty-six seats; add fifty-one seats in the Carlisle St. School near it, and we have eight hundred and thirty-seven seats belonging to the school. Still the pressure for more school room is nowhere else so great as in this district.

The opening of the new High School building will be equivalent to the increase of four rooms, at least, for the lower grades; since it will draw some two hundred pupils from the Grammar Schools, beyond the usual number annually promoted.

The total number of rooms completed during the year has been twenty; of which eighteen have been occupied. Two rooms in the Division St. School, not yet opened, are provided in anticipation of the future increase of population in that vicinity, as also the four unfinished rooms in the second story of the same building.

ATTENDANCE.

The first element of success in the work of the school is **REGULAR ATTENDANCE**. Without it, the most faithful and accomplished teachers, with the most full and complete appointments that can be made for the school, will inevitably fail of success. Yet, no small amount of skill and labor are necessarily expended to secure the *presence* of scholars, that they may receive the benefits of instruction provided at so great a pecuniary cost on the part of the people, and untiring effort of teachers, whose time and strength should be devoted to the work of instruction.

No one can appreciate how great the evil of irregular attendance is, who has not been brought to realize its pernicious influence in the school-room. If parents could see and feel the results as teachers are compelled daily to feel and suffer, it is quite certain that a speedy improvement in attendance would be visible in our schools. The loss entailed upon their own children is serious and irretrievable; but the injury and injustice done to those who, by punctual attendance to their duties, would secure, if possible, the advantages offered, but are

thwarted and deprived of them by the inexcusable conduct of others, demand some provision for, at least, the alleviation of the evil.

In confirmation of the views here presented, to which I have earnestly called the attention of this community in previous years, let me quote the opinions of other school authorities, as presented to the various towns of this commonwealth.

1. "These repeated absences and this frequent tardiness necessarily lessen the interest of the pupil, and lead to indifference, idleness and total neglect."

2. "There is no one thing that so completely destroys the interest and improvement of a scholar as frequent absence."

3. "Truancy and irregular attendance are the worst epidemics that afflict our schools."

4. "Irregularity of attendance is a serious evil in all the schools, and one for the removal of which the earnest coöperation of parents is indispensable. It educates the pupil to *habits* of irregularity instead of punctuality, and its discouraging influence on the school, as a whole, is very pernicious. The intelligent parent who has in view the true welfare of his child through life, will be very slow indeed to sacrifice a great future good to a little temporary convenience."

5. "The irregular attendance of the children has been one of the greatest evils in our schools."

6. "In this connection we *earnestly* plead for a greater *regularity* of attendance at school. The registers look altogether too black with marks of tardiness and absence. A day out of school is nearly equivalent to *two lost*, as regards the branches taught, for what is consequently forgotten by the young mind must be added to what is *not* learned on the day of absence."

7. "Irregularity of attendance is one of the greatest drawbacks to the prosperity of our schools."

8. "The attendance of a large number of the pupils is so irregular as *absolutely to forbid* any great proficiency in *scholarship*. *Irregular attendance is the great bane of our schools.*"

Such is the testimony on this subject of eight different committees to their constituents in as many different towns in the State; and similar reports could be multiplied almost indefinitely.

If the schools of New Haven have made any improvement, it is based, in no small degree, on the pains taken to secure punctual attendance. The following figures show what gain has been made during the past six years:

Year.	Av. No. scholars belonging.	Whole No. absences.	Whole No. tardinesses.	No. of absences to a scholar.	No. tardinesses to a scholar.
1866-67,	4,487	132,365	8,357	29.5	1.9
1867-68,	5,462	125,284	8,189	23.	1.5
1868-69,	5,664	117,390	9,104	20.7	1.6
1869-70,	5,818	117,936	7,210	20.3	1.2
1870-71,	6,060	120,319	6,917	19.8	1.1
1871-72,	7,101	126,503	8,142	17.8	1.1

It will be observed that the average number of absences to the scholar is nearly twelve (12) less during the past year than in the year ending in 1867; and in the same time the average number of tardinesses has been reduced nearly *one* (.8) to a scholar. Doubtless the rule attaching the same penalty to a tardiness, of which *ten*, in one term, brought suspension, had the effect to keep the number much smaller than it would otherwise have been.

It is true that with our present attainment we have less occasion for complaint than many other places whose percentage of attendance is far below ours. Nor should we feel the urgent necessity we do for continued exertion, if it were not manifest that of the *one hundred and twenty-six thousand five hundred and three* (126,503) half-days lost during the year, very many were lost through inexcusable or culpable neglect. Our rate of attendance, ninety-five and three tenths (95.3) per cent., including all grades from the highest to the lowest, would be quite satisfactory, if we did not know, from daily observation, that large numbers of these absences occur from over-indulgence of parents, detention from school for petty employment, or for lack of parental control and other causes of trifling character.

With few exceptions, our teachers are ambitious to secure good attendance; they are unwearied in their efforts to encourage the children to desire perfect attendance, and to them is due, in large measure, the excellent results we have already attained. They clearly appreciate the importance of the presence of their pupils at school, that they may be successful in their instruction. Much credit is due them also for the pains they

have taken to visit the homes of their pupils, obtaining interviews from which they become acquainted with circumstances relating to the character and conduct of the children, tending greatly to modify their modes of government. The feeling which seems to demand severity for apparent misconduct is not unfrequently changed to compassion for the child when home influences are understood. The double dealing of the pupil between the parent and teacher, which is so often practiced, becomes nearly impossible when a mutual understanding exists, whereby home and school government coöperate to secure the same result. If parents are injudicious, or entertaining erroneous views of their duties to the school, or through prejudice are led to array themselves in opposition to the authority of the teacher, a few words of explanation will often change a spirit of hostility into earnest and lasting friendship. No one can show to parents, themselves ignorant and with little comprehension of the value of education, or the methods by which schools are conducted, what right instruction is worth to their children, as teachers can through the children themselves as a medium of communication.

It may be interesting to observe the relative regularity of the schools during the past year, from the average number of absences and tardinesses in each, based on the average number of pupils belonging to each school.

The figures following show the number of *absences* and *tardinesses* to each scholar in whole numbers and decimals.

Schools.	No. Absences.	No. Tardinesses.	Schools.	No. Absences.	No. Tardinesses.
Elm st.,	1.3	.14	Eaton,	18.4	.98
Webster,	9.8	.37	Dixwell,	20.9	2.48
Oak st.,	10.4	1.07	Edwards st.,	21.6	2.44
South st.,	10.6	.90	Fair st.,	22.	1.17
Hamilton,	11.	.72	Cedar st.,	22.2	1.84
High,	11.2	1.37	Division st.,	24.7	1.33
Wash'n Branches,	13.4	.74	Woolsey,	27.3	.99
Dwight,	14.2	.62	German-English,	27.8	3.
Wooster,	14.8	.81	Goffe st.,	34.4	7.15
Washington,	16.9	.32	Clinton av.,	54.3	2.59
Skinner,	17.3	.94	Fair st. (ungraded),	60.9	7.34

Circumstances may work more disadvantageously to some schools than to others. During the winter the bad walking

and the greater distance from school may have increased the irregularity in the outer districts. Prevailing sickness may seriously affect one school, while another in the same district may be entirely exempt. But indifference and neglect of parents exert a more baleful influence than storms and epidemics.

SUPERVISION.

The constant growth of the district, in the enlargement of its territory and increase of pupils for whom instruction must be provided, brings a corresponding increase of responsibility and labor in the supervision of its interests. When, a few years since, the number of pupils and teachers was only half as many as at present, it was a comparatively easy task to mark the progress of the schools and provide for their wants. New studies have been added to the list previously pursued; the duties of teachers and pupils have been carefully systematized and arranged to secure the most economical employment of time and the most thorough performance of duties in the school-room. Increased energy and close observation have become necessary to insure fidelity and success in all the requirements of the Board. As it is only a question of time how long a single individual will be able, while maintaining a general supervision, to devote time to minor details so as to preserve accuracy and efficiency in every part of the school system, the query has already arisen, how can the pressure be relieved which even now begins to be seriously felt?

The duty of a personal examination of the pupils in the various classes of all the schools has been regarded as the legitimate and necessary work of the Superintendent. However desirable that may be, a moment's consideration will convince any one of its utter impossibility. For example, every class must have, on an average, at least six studies, or exercises, which would require inspection. There are two classes or more in each room, and in the 150 rooms in all the schools, it will be readily seen that the whole work would be equivalent to the examination of eighteen hundred classes; or thirty-six hundred classes, if done twice in a year. The impossibility of accomplishing such an amount of labor in two hundred working days in the year is obvious, except at the entire neglect of all other duties.

The change which has been made, during the past year, in extending the duties of the Principals of the Grammar Schools by committing to each the general supervision of instruction in all the schools within his sub-district, has been sufficiently tested to give assurance of very satisfactory results from the new arrangement.

Hitherto, the Principal of the Grammar School has been required to devote so much of his time to teaching, that little opportunity has been allowed him to give the attention to the teachers and classes of his own building which they ought to receive. Even the instruction of the first class, for which he has been held responsible in the preparation for admission to the High School, has been rendered exceedingly difficult and unsatisfactory on account of frequent interruptions. The business calls and notes from parents, personal attention to visitors, cases of discipline reported from teachers, and numerous demands upon his time, for which no provision could be possible, have been such obstacles in the way of thorough instruction, that it would be sheer injustice to stake a man's reputation, as an efficient teacher, upon results reached under such circumstances. Again, confined to the duties of his own room, he has had only a very limited opportunity, during school sessions, to visit and inspect the classes of other rooms. If his visitations were made during a *given hour* each day, he could witness only the exercises of that hour daily. To visit during the other hours of the day would require the neglect of his own class and the duties of his own room for which this time had been assigned.

After careful consideration, it was deemed expedient to leave the instruction of the highest room, chiefly, to a competent female teacher, aided by a suitable assistant. Such a teacher we fortunately have, in number twelve, in each of the Grammar Schools; and from the Training Schools competent assistants have been provided, at a very moderate increase of expense.

From the experience of a year we are able to state some of the results.

1. The Principal of the Grammar School, no longer confined to a single class through nearly the whole of each day, is pre-

pared to devote himself to all the various duties which the principal of a school alone can perform; not merely in his own school, but in all the schools within the limits of his district.

2. By frequent visitation, he becomes acquainted with the various methods of instruction and discipline of each teacher, and learns what special hindrances exist to retard the progress of the room, or what are the special features which contribute to unusual success.

3. A most important advantage is gained in securing uniform progress in *all* the branches, as required in the "course of study." The tendency on the part of some teachers to neglect studies which they dislike, perhaps unconsciously, and to devote an undue proportion of time and attention to favorite ones, defeats the whole object for which the "course of study" was prepared. It is quite as important that equality of progress should be observed in the smaller schools as in the different departments of the Grammar Schools. For, by change of residence, the pupils of the outer schools are often transferred, it may be to some Grammar School, or to others similar to those of which they were last members. In either case, it is quite essential that no *arrears* must be made up in neglected studies, before pupils can be admitted into a regular class.

4. Great benefit is derived from daily inspection, monthly and term examinations, by the Principal, in making promotions. System and uniformity are quite important here, whether by individual or class promotions. No teacher, limited to the work of her own room, can know the relations of different rooms to each other, as one can who is familiar with the whole. All departments, through a general oversight, are brought into harmonious connection, each lower grade being so taught as to strengthen the next higher.

5. Government of the school is rendered easier and more efficient by the mere knowledge on the part of the pupils that there is higher authority to which reference or appeal can be made. While it is desirable that every teacher should be able to govern independently of others, the fact is patent that all do not possess the power. The advantage of the new arrangement has been very obvious during the past year, in a more genial and efficient government.

6. The action of the Board in thus extending the duties of the Principals of the Grammar Schools is but another step in advance toward securing that unity which they have always regarded as essential in providing equal privileges for residents in all parts of the district.

By this arrangement the children of the schools located in the remotest parts of the district receive the influence and personal attention of the masters, and the full benefits of the system of public instruction.

7. The labors of general superintendence are rendered more efficient by the direct coöperation of the Principals. While the latter are authorized to perform many duties which heretofore they were not expected to assume, everything is done in conference with and by authority of the Superintendent; and full reports of the condition and progress of the schools are made to him, and through him are communicated to the Board. Thus by a division of labor the work assigned to one individual, which would be impossible for him to accomplish alone, can now be easily done with increased efficiency.

Although the experiment has been only a partial one, as yet, and the time of the trial brief, the new vigor infused into many of the schools fully warrants a continuance of the arrangement.

INSTRUCTION.

Since the adoption of the "course of study," two years ago, the uniformity of progress and equality in thoroughness of instruction have been greatly improved. Of course, each teacher must act out individuality in skill, vigor and method of teaching. With this individualism our scheme of studies and regulations do not propose to interfere; but each teacher is held responsible for *results*, in strict accordance with the general rules adopted by the Board. Pupils may now pass from one school to another with tolerable certainty of being able to enter the same grade as that which they have left. Still something remains to be perfected, and there is reason to hope that the coming year will show still better results.

Without designating the schools, I wish to name several branches in which the methods adopted by the Principals are manifest improvements on the common methods of conducting the same studies.

GEOGRAPHY as taught by topics, or by the use of cards, on which are printed the several points to be mastered by the pupil. These are of a general character, and, with exceptions always obvious, the topics of the same card are always applicable to all sections of the globe. Several advantages are gained from this method.

1. It avoids the necessity of finding and learning answers to innumerable questions, as laid down in our geographies. The same information, sought through questions, is gained in a short method, by a process of generalization.

2. The pupil learns, by the topical method, to systematize his knowledge and make correct local application of what he learns.

3. It is easy for the teacher to direct a class how to abridge, and omit parts not essential; thus avoiding the minute details not easily remembered, but always perplexing to the mind of the pupil.

4. All the time employed by the teacher in asking questions is saved.

5. The study of geography becomes a pleasant employment, instead of a repulsive task.

Other advantages might be named; but these are sufficient to indicate that an improvement on old methods is within our reach. Enough has already been done to remove all doubt as to the feasibility of the plan.

HISTORY.—The history of the United States, when taught by committing to memory the words of the book literally, rarely fails to discourage the pupil, and thoroughly disgust him with the very name of the study. When taught by creating a vivid conception of scenes and events; by localizing and associating them geographically and otherwise; by tracing consequences flowing directly or remotely from them so as to affect our interests, or the welfare of mankind, as the skillful teacher can do it; then history becomes a reality, and real enjoyment is found in its study.

In one of our schools such a course of instruction has been pursued as to secure to a greater extent than usual all the benefits named.

LANGUAGE.—Some progress has been made in cultivating language by lessons and exercises; yet the importance of teaching it by a less formal and technical method than through the dry rules of English Grammar is still fully appreciated by only a few of our teachers, if we may judge by what has been accomplished.

If, however, what has been done in one school by what may be termed extempore writing, off hand, brief exercises in placing thought on paper, had been done to the same extent and with the same interest in all the schools, there would be great encouragement to hope that the value and power of language may soon be better appreciated.

Criticism of expressions as heard in ordinary conversation are made a daily exercise of five minutes, both interesting and profitable. Exercises in forming sentences by children in the primary department of several schools have been quite successful and full of interest to the children. Enough has been done to show that much can be accomplished.

OBJECT LESSONS have been more generally given in the schools than in previous years; yet in many rooms the effort has been feeble and not very effectual, while in some scarcely an attempt has been made to give this kind of instruction. In one of the Grammar Schools object teaching has been systematically and thoroughly taught. A course of lessons has been prepared, by the Principal, at the beginning of the year, for all the rooms; a place has been assigned for them on the "time tables," and rigid examinations have been made as in other studies. The effect upon the pupils in the increase of their general knowledge and in their more ready comprehension of other studies, is plainly evident and undoubted.

PENMANSHIP has been taught quite successfully, where the teacher has had an ambition to excel; indifferently or quite unsatisfactorily where it has been taught perfunctorily, as an unwelcome task. Instead of employing a professional teacher of penmanship, our system requires all teachers to give instruction in this branch. They are expected to prepare themselves for teaching it skillfully, if not already specially qualified to do so. The particular deficiencies noticeable are, a want of familiarity with the principles and directions given in the text-book

of the system adopted, and illustrations by the teacher on the black board.

Our Grammar Schools give excellent instruction in penmanship, and one or two of them exhibit from time to time very superior and beautiful specimens of the art. The High School has long been distinguished for the degree of perfection it uniformly attains.

These remarks on instruction are made rather to indicate where improvement may be made, than to criticize or condemn. In general, the work of our teachers is quite satisfactory, although exceptions must necessarily occur among so large a number, many of whom are young and inexperienced. Where earnest effort to improve on the past is manifest, credit is always freely given.

THE HIGH SCHOOL.

The old landmark, so familiar to multitudes who have known it as the High School house, and previously, to still greater numbers of Lancasterian pupils, the building occupied for High School purposes from 1863 to July, 1871, has passed away, and in its place stands a noble edifice provided for the higher instruction of the youth of New Haven. From this time a new era begins in the history of this school.

During the erection of this building the pupils of the school have been obliged to suffer some inconvenience from temporary accommodations. Yet it was a fortunate circumstance that the chambers of the State House could be made available for their use during the two long terms of the year. No other rooms could have been found at all adapted to the wants of the school.

The principal studies of the school were pursued through the year without serious loss. The annual examination took place at the close of the winter term as usual; but, for want of room, no public exercises were held. The graduating exercises of the Senior class were deferred to take place in connection with the opening ceremonies of the new edifice in September.

The following are the names of the class of 1872:

Miss MARY E. DURHAM,	Miss LOTTIE A. RIGGS,
" JENNIE E. FORD,	" HELEN M. ROBERTS,
" MARY F. FRISBIE,	" ADA T. SOMERS,
" ANNA F. GILLETTE,	" MARY E. WELD,
" MARY F. HARMOUNT,	Mr. S. FRANK CHAMBERLIN.
" ANNIE S. JOHNSON,	" HENRY G. HOTCHKISS,
" LAURA E. LAMPSON,	" WILLIAM A. PRATT.
" MARY J. QUINLEY,	" WALTER C. ROBERTS.

The spacious and commodious accommodations nearly ready for occupation will seat four hundred pupils. Of this number something over one hundred old scholars, comprising the three upper classes, still remain. At the close of the summer term an examination of about four hundred pupils of the highest classes in the Grammar Schools was held, to obtain the number required to fill the remaining seats. Of this number about one hundred will constitute the fourth class in the school; the remaining two hundred will make a fifth class. These scholars, taken chiefly from the second class in the Grammar Schools, are brought together in this central school, where, under teachers devoted to the special purpose of preparing them for a higher course of study, it is believed they will be able to make more rapid and thorough progress than can be done under the old arrangement in the Grammar Schools.

The High School is about to enter upon a new career, under more favorable auspices than before. Its corps of teachers has been selected with special reference to the particular duties each one is to perform. The Library, which has been steadily increasing from year to year, contains a large number of rare and valuable volumes, adapted to the wants of the pupils, both as books of reference to aid them in their studies and for general reading. A choice collection of minerals and shells, belonging to Mr. Curtis, is freely used in the study of those departments of natural science which they illustrate. Philosophical, astronomical, and chemical apparatus will in due time be provided.

The following are the names of pupils to whom prizes were awarded for superior excellence in the subjects proposed at the beginning of the year.

SPELLING.

1st Prize,	Ada T. Somers,	missed no word in 4,000.
2d "	Theresa B. Healey,	" 1 " " "
3d "	Sara E. Husted	" 5 " " "

SCHOLARSHIP, ATTENDANCE AND DEPORTMENT.

1st,	Mary E. Weld.
2d,	Eva J. Phelps.
3d,	Samuel F. Chamberlin.

PERFECT ATTENDANCE AND DEPORTMENT.

Seniors.

Helen M. Roberts.	Mary E. Weld.
Mary J. Quinley.	Walter C. Roberts.

Juniors.

S. Ellen Brown.	Eva J. Phelps.
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3d Class.

Annie E. Hayes.	Grace W. Pillsbury.
Ella F. Healey.	Fannie L. Rice.
Theresa B. Healey.	Hattie A. Sperry.
Maggie P. Moffatt.	Elmer L. Armstrong.

4th Class.

Kate L. Bolton.	Gertrude Halliday.
Annie M. Brennan.	Maria A. Hodgson.
Rosie E. Briggs.	Hattie A. Prince.
Augusta B. Coyne.	Sara G. Stow.
Jennie W. Gardner.	Max Mailhouse.
Julia E. Gibbs.	Thomas P. Rochfort.

THE TRAINING SCHOOLS.

The resignation of Miss Walker, at the close of the winter term, is the most marked event of the year. In her retirement from the duties of the school-room, and the special charge which she has sustained in preparing young teachers for their vocation, during the past five years, our schools and community suffer a loss of experience, faithful service, and capability greatly to be regretted. Beginning without an acquaintance with the peculiar duties of a training department, by careful observation, rare good judgment, skill, and unwearied effort, she has laid the foundations of an institution which cannot fail,

under judicious direction, to produce most valuable results in the work of public instruction.

Two years ago the question arose whether a female teacher could be found competent to perform the duties which had hitherto been assigned to a male principal. After considerable discussion and some expression of misgiving in relation to the expediency of hazarding the change, the decision was reached that the experiment should be tried. Miss Walker was then transferred from the Fair Street School to that on Cedar Street. The results of the past year have been quite as satisfactory as during the first year after the change, of which I expressed an opinion in my last report.

It was our good fortune to find in Miss Williams, successor to Miss Walker as principal of the Fair Street School, a suitable person to fill the vacancy made in the Cedar Street School. Her long experience—some twelve years—in the New Haven schools, and her success as principal for five years of the Dixwell School and two years of the Fair Street Training School, furnished satisfactory evidence of her qualifications for the position vacated by Miss Walker. Miss Williams entered upon her duties in the Cedar Street School in May last, and has completed her first term there with her usual success.

Miss KATHERINE BUTTS, formerly first assistant in the Dwight School, and during the last four years in charge of the primary room of the Webster School, was appointed as successor to Miss Williams in the Fair Street Training School. This position she has occupied during the last summer term. Her education at the State Normal School, her varied experience in higher and lower grades of instruction, with the earnest devotion, faithfulness, and excellent results observed in the performance of her duties, marked her as peculiarly qualified for the office to which she has been appointed. Her experience during the past term gives assurance of future success.

Five years ago last January the Fair Street Training School was opened with four teachers placed on a course of preparation for teaching, under the charge and instruction of Miss Cornelia A. Walker. During a considerable portion of the past year not less than twenty young ladies have been engaged in the Fair and Cedar Street Training Schools, learning from

actual work of the school-room how to perform the duties of the teacher. Nor has the latter number been any too large to supply the demands arising from the withdrawal of teachers, opening of new rooms, and the call for substitutes for teachers temporarily absent. Twenty appointments have been made from the two schools within the last twelve months. Sixty-three names appear in the list of teachers for the coming year of young ladies who have received their preparation in the Training schools of New Haven. The aggregate amount to be paid them for their services is twenty-eight thousand four hundred and fifty dollars (\$28,450). But a few years since nearly all these young teachers were pupils in our schools.

The question may occur to some, how could the large number of vacancies which occur every year be filled, if we had no training schools? Only two resources can be named: (1) by placing these same young ladies in charge of the children, without experience, without any adequate conception of the responsibility resting upon them, with the risk of total failure and most disastrous consequences to the schools; or (2) by going abroad for a supply to meet the demand. Teachers thus obtained would be unacquainted with our system and methods, and not unfrequently would be found poorly qualified for their duties.

Our conclusion is that a training department is an indispensable appendage to our public school system. The important question to be answered is, how can the literary qualifications of candidates be rendered more complete? If our schools are to be provided largely from residents of New Haven, the answer is at hand,—our High School must furnish the candidates to a very great extent. Nor will those be satisfactory who have spent a few months as members of it, except occasionally for primary rooms. Only those who have completed a full High School course of study, or what is equivalent to it, elsewhere, can ever expect to rise by promotion to the higher departments of instruction in the grammar schools. With the preparation which the High School gives, to which add the “unconscious tuition” in methods of discipline, instruction, and general management, which our pupils acquire in passing through the various grades of a public school course, our own

community can and ought to furnish the most efficient body of teachers to be found.

DRAWING.

The system of drawing, commenced several years since, has been steadily pursued, with such results as to prove quite satisfactorily the practicability of securing successful instruction in this department. Two things only are needful to attain success, a teacher qualified to impart instruction, and faithful effort. No failure has occurred where these have been conspicuous. The increasing capability of our teachers in drawing has been marked. Practice, as in teaching arithmetic, brings increased facility.

The upper classes in the Grammar School have reached the higher numbers of Bail's charts, and the work of the pupils has been quite satisfactory as a whole. Steadiness of hand and accuracy of eye in drawing lines without the aid of a ruler have been generally noteworthy, and in many cases quite remarkable.

Professor Bail has prepared a manual for teachers which cannot fail to make the methods of teaching so plain that one with almost no experience will be able to direct a class. Of course it should not diminish the effort of any teacher in making thorough preparation for giving instruction. But young teachers will be relieved from the perplexity of determining how to proceed.

Plain directions are given to the teacher for the construction of each figure, and the figure itself is so marked that every step in the process is made clear to the comprehension even of a child. With this new aid in the department of drawing, teachers will without doubt receive and communicate to their pupils an impulse which will be manifest in the largely improved work of the next year.

The fresh interest awakened quite generally throughout the country on this subject is proof that the people begin to appreciate what may be gained from the art for individual and public benefit. The recent action in Massachusetts, by which the services of Prof. Walter Smith from London have been secured, and the enthusiasm which has attended his instruction,

are gratifying evidence of large success in the near future. And it is no less gratifying to find that the system already adopted and well established in the schools of New Haven is almost identical with that introduced by Prof. Smith, both in method of instruction and arrangement of lessons.

When we can add to the present course exercises that shall draw out and test the *inventive* faculties of the pupils, valuable practical results will soon be apparent.

VOCAL MUSIC.

The continued success in this department precludes the necessity of an extended statement of what has been accomplished. The value of the Primary Musical Reader, introduced last year, becomes more clearly obvious as the children in the lower grades advance step by step from the simplest to the more difficult lessons. Formerly the simplest written music was commenced in No. Five of the Grammar Schools, two grades and a half higher than at present. In the careless song singing by rote, bad habits in the use of the voice were almost uniformly acquired by those who attempted to sing, and those who did not choose to sing made no preparation for commencing music as a regular exercise with the book. Consequently the subject was taken up at a great disadvantage; and the wonder is that so few were disinclined to enter upon the study. Now the cultivation of the voice is begun in music at the earliest stage, where it will give the proper direction, at the outset, for successful vocal culture for universal application.

Our teachers, almost without exception, are able to give instruction so as to produce good results at the examination of the classes. The lessons are so simple and progressive that any teacher, with an ear to discriminate tones, is able to advance with the pupils, in their practice, until a capability is acquired of giving instruction in this study with as much facility as in arithmetic or reading.

Attention is invited to the results of the last annual examination of the schools in music, for which lessons were written, at the moment, to test the ability of each pupil. The exercises

used will be found in the appendix of this report, as prepared for the different grades,—also, the results of the examination,—by Mr. Jepson, in the various rooms.

A fresh impulse has been given to music in the higher grades by what has been accomplished in the lower; yet not until these younger pupils are promoted will the full force and benefit of what has been begun during the past year be realized. Great credit is due to the teachers in the highest rooms of the Grammar Schools for the earnest interest which they have themselves felt and created in their pupils. Little has been accomplished in the High School, owing to a want of a "local habitation" during the construction of the new High School edifice. Under more favorable auspices, hereafter, without doubt the pupils of that school will produce results worthy of the highest department of our schools.

EVENING SCHOOL.

This school commenced its winter session on Monday evening, Oct. 2. Mr. T. P. Prudden succeeded Mr. Driscoll as principal, and was assisted by the teachers of the previous year with two exceptions; Mr. J. M. Hart in place of Mr. Patterson and Mr. Adolph Asher, who was employed to aid the German pupils in acquiring a knowledge of the English language.

The number of applicants for admission was somewhat larger than during the previous winter. The average number in attendance during the first twelve weeks was slightly larger than during the corresponding term of last year; but during the last term of twelve weeks the number was less. The diminution was probably due chiefly to a change of nights to accommodate the drawing class, requiring a school session on Wednesday evening, which had previously been set apart by the members of the school as a *free* evening.

The attendance through the winter was about 73 per cent., which was about five and a half ($5\frac{1}{2}$) per cent. better than the previous year.

The following table shows the attendance through the season.

FIRST TERM.				SECOND TERM.			
Weeks.	Whole No. Regist.	Av. No. Regist.	Av. Nightly Attend.	Weeks.	Whole No. Regist.	Av. No. Regist.	Av. Nightly Attend.
1	240	196	169	1	141	138	97
2	217	199	153	2	165	156	107
3	221	202	158	3	159	151	104
4	205	194	150	4	163	154	107
5	193	182	130	5	139	133	96
6	211	190	146	6	147	136	102
7	205	194	143	7	142	120	87
8	193	186	135	8	129	117	84
9	187	180	128	9	110	88	57
10	189	173	124	10	110	85	53
11	174	163	109	11	95	69	48
12	155	145	95	12	90	60	44
	<hr/>	<hr/>	<hr/>		<hr/>	<hr/>	<hr/>
	221	184	137		165	117	82
1872 Attendance, First Term, 74½ pr. ct. ; Second Term, 71½ pr. ct.							
1871	"	"	71½	"	"	64	"
			<hr/>			<hr/>	
	Increase,		3	"	"	7½	

The character of the members of the school for stability, earnestness, and application to their studies appears to improve each year. At the opening in the autumn, a considerable number of boys and some young men are drawn in through curiosity, with the expectation of entertainment rather than improvement by their own earnest, personal effort. These soon withdrew and left those unmolested who wished to make the most of the opportunity offered. Some remarkable cases of proficiency have occurred in this school. One man over thirty years of age, who did not know a letter of the alphabet when he began, was able to read the Second Reader with considerable fluency, and was greatly delighted with the ideas which the words of the book revealed to him. The penmanship which he acquired would compare well with that of a majority of our successful business men in regularity and distinctness. Only elementary instruction has been given, but that is all the wants of most of the pupils seem to require at present. Applications have been made, however, by intelligent young men for instruction in more advanced studies than have been taught, for which the Board have not deemed it expedient to make provision.

The school is peculiarly fortunate that the teachers employed are not only members of some department of the University, but have had previous experience in teaching; and great credit is due them that they enter into the work with the same interest and zeal that they would devote themselves to a higher course of instruction. The school is visited frequently by our citizens and strangers, who express their opinion with emphasis, that no more valuable work is done under the supervision of the Board of Education than is accomplished in this school; to which I cordially assent.

During the last half of the winter session Prof. Bail gave (without charge) a course of lessons in Drawing to the young men engaged in mechanical pursuits. This is the fourth series he has given the young men; and it is obvious that the public are benefited in obtaining work done by more intelligent mechanics, and the citizens themselves by increased skill and the more valuable service the workmen are able to render.

UNGRADED SCHOOLS.

At the opening of the school year, in September last, the schools under the charge of Mr. Hart and the Misses M. and E. A. Wildman exchanged school premises.

WHITING ST. SCHOOL.—A little more than a full year has elapsed since the school for boys, under the charge of Mr. Hart, was opened for the accomplishment of a special object. The results attained have been such as to leave no doubt that its usefulness warrants its continuance. Its utility may be shown in several ways:

1. The number of cases which under former regulations, would have resulted in "suspension," have been reduced to about half the number of the previous year. During the year ending July 1st, 1871, the number of suspensions reported was 198. But the school had been several months in operation during the year, and, as a consequence, this was a largely reduced number; for the report of the year ending in 1870 gives 350 as the number of suspensions. During the past year the whole number "transferred" to both ungraded schools, has been only 106.

2. The number of cases of truancies has been thirty-five (35) less than during the previous year, notwithstanding the whole number of scholars in *daily* attendance in the district was more than one thousand (1,000) greater than during the previous year.

3. The relief felt by teachers on account of the diminished number of *insubordinate* pupils occasioned by transfer, or fear of being transferred, and the increased quiet, good order and cheerfulness of the graded schools, fully compensate for all the cost and trouble of sustaining this ungraded school.

4. A considerable number of boys, out of employment, have voluntarily come into the school and improved their time profitably, which otherwise would have been spent in indolence or mischief. Others, found loitering about the streets, have been sent into the school by the truant officers; though it is proper to say that since the establishment of the school the number of this class has been comparatively small. Boys beyond parental control have attended school quite regularly, who but for fear of arrest would never have been seen within the walls of the school-room.

The progress of these boys in their studies has been gratifying. On the part of many there has been a manifest ambition to excel worthy of high commendation. Their studies have been quite elementary, limited mostly to reading, spelling, writing, arithmetic and occasional conversational exercises on geography and objects.

The attendance has been better, perhaps, than could have been expected. The daily attendance has been not far from 87 per cent. through the year. The whole number registered was in the Fall Term 51, Winter 62, Summer 49. The whole number of boys enrolled during the year has been about 180.

THE FAIR ST. UNGRADED SCHOOL has improved so much in its character, progress in studies and regularity of attendance, that it falls but little behind some of the graded schools which are free from many of its hindrances. It has been found convenient to send to this school girls whose circumstances at home render regular attendance at the graded schools impracticable. Since the rule authorizing "suspension" was repealed, instead of removing irregular pupils from school, depriving

them of all opportunity for learning by turning them into the street, after ten absences and tardinesses, girls are transferred to this school, as boys, for the same reason, are sent to the Whiting St. School.

The two rooms, neatly finished and supplied with good furniture, make very pleasant and attractive quarters for the school,—a decided improvement on the old Whiting st. building. The arrangement is such that all interference between this and the training school below is avoided. Both schools are entirely independent and separate from each other.

In reviewing the work of the year I think there is good reason to congratulate the people of the district on the manifest evidence of progress in the effort to perfect the system of public instruction, by which their children may become intelligent, useful and respected citizens of the community wherever they may dwell. The completion of the new High School edifice furnishes proof that the labors of the Board of Education, in planning, contracting and supervising, have not been insignificant, if only the responsibility of erecting that building were to be regarded. That, however, is but a small part of unremunerated labor which they have performed.

Less conspicuous, yet more important, if possible, is the work accomplished in providing for those less favored children, whose circumstances in life would doom them, without friendly aid, to the degradation of ignorance and crime. Here has been labor demanding careful consideration; unremitting watchfulness and decided action, required nowhere else. By the provision of the Board for truant, vagrant and insubordinate boys, the community have been relieved of their presence about their houses and on the streets; and the boys have been saved from yielding to habits of evil doing, by wholesome restraint to which they have been subjected. In performing the work directed by the Board, its officers have devoted their whole time, by day, frequently by night, and not without occasional intrusion upon the Sabbath, to accomplish the results desired, in the endeavor to make the most complete provision for the improvement of our children.

Besides the scores of regular meetings held by the Board and committees, their private business is subject to daily interruption, and no small amount of their time and thought are demanded for the interests of the schools. The unremitting supervision of the work of one hundred and eighty teachers and of the eight thousand children under their charge, does not permit those who have the oversight to occupy their places as mere sinecure offices.

Nor do the teachers, as many seem to think, live a life of ease and freedom from care, greatly to be envied. Few of them can drop all thought and feeling of responsibility with the close of their school hours; while very many are compelled to toil over their unfinished work during the large hours of the night, when the day laborer is quietly enjoying rest.

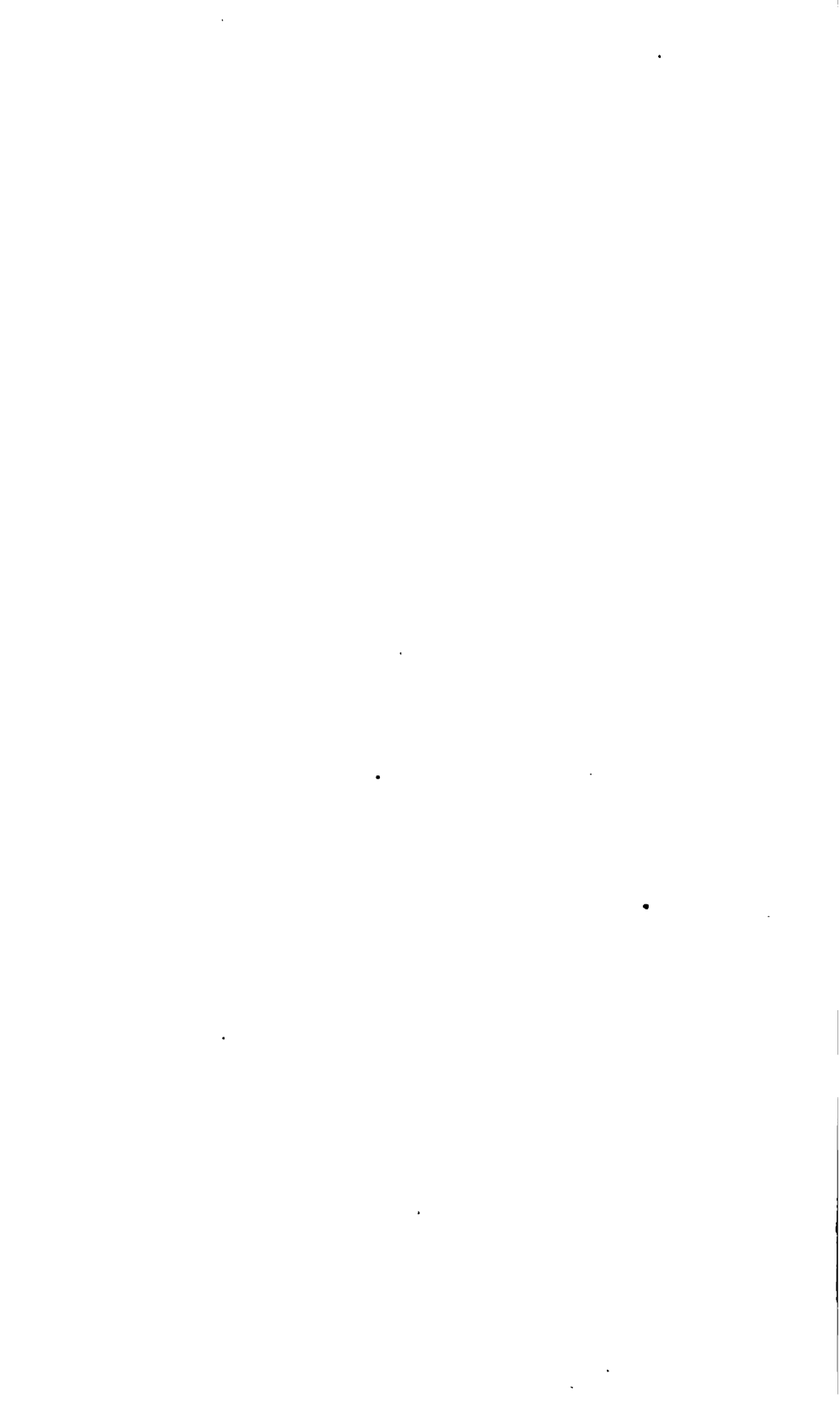
But it is an encouraging fact that the character of our public school system is better understood and appreciated each year; and in due time it is hoped there will be few who will fail to understand that the best interests of the whole community are consulted and provided for with fidelity on the part of those who have these public duties assigned to them.

Respectfully submitted,

A. PARISH,
Supt. Schools.

New Haven, Aug. 31, 1872.





APPENDIX.

NEW HAVEN PUBLIC HIGH SCHOOL.

The High School is a part of the Public School system, in which instruction is provided in branches of study more advanced than those pursued in the Grammar Schools, and is the highest department furnished at public expense.

The following statement is made, that the citizens of New Haven may become better acquainted with the advantages it is designed to furnish to pupils, and to give definite information in relation to the special objects it aims to accomplish in the re-organization of its studies:

I. The Course of Study proposed for the High School comprises such instruction and branches of study as will give to its pupils both a *general* and *special* preparation for usefulness in after life. For those who desire a course of thorough mental training and to lay a foundation for the acquisition of knowledge, or who wish to prepare for a more extended course in the future, either in classical or scientific studies, provision is made for the study of Language and Mathematics to such an extent as the wants of the community may require. The scheme provides, also, for instruction in Natural and Physical Science, from which the pupil may obtain a general knowledge of principles, and their applications in the various departments of business life.

The regular course, as laid down, is designed to occupy a space of four years, thus completing the period of public school instruction in such a manner as to furnish to every child a thorough and substantial education.

II. For those whose circumstances limit the time of their attendance at school, or who wish to prepare themselves for some particular vocation, a selection from the regular studies may be made adapted to their wants. A special preparation for *commercial pursuits* comprises so much of the regular course as the time of the pupil will admit; and in addition, special attention is given to Book-keeping, Commercial Arithmetic, Penmanship, Business Forms, &c.; also to Mensuration, Mechanical Drawing, and the principles of Physical Science as pertaining to Mechanic Arts, &c.

III. As a large number of the young ladies who have been educated in the High School have become teachers, special efforts will be made to fit for the occupation of teachers those who desire to be so employed.

The Scheme of Studies herewith presented is a condensed plan designed to exhibit the course of instruction necessary for the several purposes named.* [See the Course of Study, Grades IX, X, XI, XII.]

* Pupils in the regular course are required to pursue three studies, two of which are prescribed, the third is optional. The optional studies are in Italics.

PROGRAMME
OF THE
COMMERCIAL DEPARTMENT.

The course of study, in the Commercial or Business Department, will occupy one year, and embrace every branch of Book-keeping, also Penmanship, Commercial Law, Correspondence and Arithmetic.

Book-keeping.—A complete knowledge of the Theory of Accounts, Journalizing, Posting and settling Accounts, will be given, embracing a great variety of transactions in different kinds of business.

Penmanship.—The instruction in Penmanship will be such as to insure rapid and legible business writing.

Commercial Law.—The pupil will be made familiar with the various Legal Forms for writing Bills of Exchange, Promissory, Collateral and Judgment Notes, Mortgages, Bonds, Powers of Attorney, &c.

Correspondence.—A variety of topics connected with the details of business will be given the pupil, designed to serve as subjects for business letters. These letters will be critically examined, and inaccuracies of form, expression and style corrected.

Arithmetic.—The course in Arithmetic will be such as to fit the pupil for adding, with rapidity and accuracy, Ledger columns, for calculating Percentage, Profit and Loss, Insurance, Taxes, Duties, Interest, Exchange, Discount, General Average, Partial Payments, Equation of Payments, and Partnership Settlements.

TERMS OF ADMISSION TO THE HIGH SCHOOL.

The Annual Examination of candidates for the admission of a new class takes place at the High School during the last week of the Winter Term. Pupils residing in the city must be present at the regular examination unless prevented by sickness. Those thus detained and non-residents may be admitted during the year for special reasons; but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed for pupils received at other times.

The following are the branches on which the candidates are examined for admission:

Arithmetic, English Grammar, Geography, History of the United States, Reading, Spelling, Penmanship, Music and Drawing. A knowledge of other and higher branches will be no substitute for those required.

In ARITHMETIC, the candidate must be familiar with the whole of "French's Common School" and "Eaton's Intellectual Arithmetic," or some other equivalent text-books.

In ENGLISH GRAMMAR, he must be able to analyze and parse, readily and correctly, ordinary sentences in prose and poetry, giving rules from the Grammar which shall indicate a clear understanding of the construction and principles of the language.

A thorough knowledge of the definitions, elementary principles and maps of Mitchell's Intermediate Geography is required, to which should be added a general acquaintance with the Descriptive Geography contained in the text-books.

A knowledge of the History of the United States through the Revolutionary War is required.

Good penmanship and ability to read and spell correctly are essential qualifications.

Pupils below the first class in the Grammar Schools are not received as candidates for examination, unless recommended by the Principal as in his opinion qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools," for their approval, previous to examination. The questions are not to be restricted to the text-books used in the Schools, yet they will correspond in form and principles with those with which the pupil should be familiar from his previous instruction.

From the foregoing statements it will be obvious, that while instruction is given in classical studies as well as in French and German, the Board of Education are determined to provide a thorough course of instruction in the higher English branches, with special reference to those who are to begin the active duties of life without other advantages than those which they will all here obtain.

NEW HAVEN PUBLIC HIGH SCHOOL.

EXAMINATION OF CANDIDATES,

JUNE, 1872.

RULES FOR THE EXAMINATION.

1. The scholar must *not* write his *name* on any of his examination papers.
2. Each scholar must write, at the *head of every sheet* containing answers to the questions, the following:
 1. The *capital letter* designating the school to which he belongs.
 2. The *examination number* to be used instead of the scholar's name.
 3. The *number of the class* to which he belongs.
 4. The *date of the examination*.
3. The work may be prepared upon separate paper, or slate, and afterwards copied upon the examination paper; but no time will be given for copying after the expiration of the time allowed for the exercise (3 hours).
4. The *questions are not to be copied*. The *answer* must be *numbered* to correspond with the *number of the question*.
5. The general appearance of the paper with reference to neatness, spelling and penmanship will be taken into account. The writing should be kept within the marginal lines.
6. When you cannot give an *answer*, write the *number of the question*, and write against it—"cannot answer."
7. The *solution* of each problem must be copied *in full*, so that the *process* may be examined as well as the answer.
8. Pupils must not have any written or printed matter, except the questions, within their reach during the time of examination.
9. *No inquiries* by the *scholars*, nor *explanations* by *teachers*, relating to the *questions* or *work* of the examination, are allowed during the time assigned to each subject.
10. After the questions have been distributed, pupils cannot be permitted to leave the room for any purpose whatever, until their papers are handed in, without being obliged to undergo a subsequent examination.
11. *All communication* between pupils during the examination is strictly forbidden.
12. The examination will close punctually at the expiration of *three* hours from its commencement; but any who choose to do so can hand in their papers at the end of *two* hours.
13. Any evasion or violation of the above rules will subject the pupil offending to another examination, or dismissal from the class.
14. All the printed questions and the answers written by the scholars must be collected promptly by the teachers, at the end of the three hours, and forwarded, carefully enveloped, to the office of the Board of Education, addressed to the Superintendent of Schools.

ARITHMETIC.

[Time, 3 hours.]

1. How many yards of cloth at 27 cents a yard will pay for 9 pounds of butter at 42 cents a pound, and 1 basket worth 81 cents?
2. Reduce $\frac{2}{3}$ and $\frac{1}{4}$ to their lowest terms, also write the table of square measure.
3. From $\frac{3}{4} + \frac{1}{2} + \frac{1}{4}$, subtract $\frac{3}{4}$ of $\frac{1}{8}$, and divide the remainder by $\frac{3}{4} \times 6\frac{1}{2}$.
4. Find the value of $\frac{1\frac{1}{2}}{2\frac{1}{2}} \times \frac{5}{3\frac{1}{2}} \times \frac{7}{5\frac{1}{2}} \times \frac{10\frac{3}{4}}{14}$.
5. Find the value of $4.8 \times .09 \div .016$.
6. How many bricks will be required for a walk, 25 rds. 4 ft. long and 6 feet broad?
7. Define reduction, a prime number, per cent., and interest.
8. What is $13\frac{1}{2}$ per cent. of 837 bush. of wheat?
9. The difference in longitude between New Haven and San Francisco is $49^{\circ} 3'$; what is the difference in time?
10. What is the interest of \$324.48 for 2 yrs. 6 m. 18 d. at 7 per cent.?
11. A note for \$500 at 6 per cent. was given Jan. 1, 1862; there was paid on the note Jan. 1, 1867, \$300; how much was due July 1, 1871?
12. 36 is $\frac{3}{4}$ per cent. of what number? Explain.
13. A house was sold for \$5,000, which was 20 per cent. less than it cost; what was the cost?
14. If you buy a draft for \$4,275, payable in New York 60 days after sight, exchange $\frac{1}{4}$ per cent. premium, what does the draft cost?
15. Write $2\frac{1}{2}$, $6\frac{3}{4}$, $13\frac{1}{2}$ and 5 so as to form a true proportion.
16. A, B and C, shipped 1,500 bushels of corn to Liverpool, A furnishing 300 bushels, B 400, and C the balance; 150 bushels are thrown overboard; how much must each lose?
17. Extract the square root of .455625.
18. Extract the cube root of 9663597.
19. Find the compound interest of \$400 for 2 yrs. 4 m. 12 d. at 5 per cent.
20. A commission merchant receives \$1,640 with which to buy goods after deducting his commission of $2\frac{1}{2}$ per cent. How much does he expend for goods?

ENGLISH GRAMMAR.

[Time, 3 hours.]

1. State what advantages are gained from the study of English Grammar.
2. Write one sentence, or more, in which all parts of speech may be found. Write over the words comprising the list, the name of each part of speech.
3. Name the part of speech that relates to objects; to actions; to qualities.
4. Define a subject; a predicate; a proposition.
5. State how you determine whether a word is an adjective or an adverb.
6. What is an adjunct, or prepositional phrase? Give an example.
7. How do you determine whether a word is in the indicative, potential or imperative mood?
8. Name the five forms of tenses. Give a short sentence to illustrate each.
9. How do you distinguish a phrase from a clause? Give an example of a phrase, a clause and a simple sentence.

10. Write the plural of hero, cuckoo, chimney, mussulman, beef, mouse, tooth, I, he, axis.

11. Write the following words in the possessive case, both singular and plural numbers:

Boy, man, lady, one, other, I, thou, he, she, it.

12. Compare small, irregular, lively, more, worse, less, next, last, first, farthest.

13. Name the four classes of pronouns; give an example of each.

14. What is a principal verb? What an auxiliary verb? Give an example of each.

15. Explain *why* the following sentences are ungrammatical:

1. We sorrow not as them that have no hope.

2. I do not know who she went with.

3. Whom do you think it was?

4. Where is your slate and pencil?

5. Either one of the schools are good enough.

16. Give the formula, or order of parsing a noun.

17. Analyze the following sentence:

A large tree spread its shade over us, and gently rustled in the breeze.

18. Parse the words in italics following:

Here, under leave of Brutus and the rest,

(*For Brutus* is an honorable man,

So are they all, all honorable men),

Came I to *speak* in *Cæsar's* funeral.

GEOGRAPHY.

[Time, 8 hours.]

1. Define (1) Physical, (2) Mathematical, (3) Political Geography.

2. Where must a place be located to have neither latitude nor longitude?

3. (1.) How many degrees of longitude make one hour's difference in time between two places?

(2.) What is the difference in time between New York and San Francisco? Between New York and London?

(3.) At 12 o'clock, noon, at New York, what is the hour of the day at San Francisco? At London?

4. Name the five largest cities in the U. States,—give the population of each by the census of 1870,—tell in what State, in what part of it,—on what water each is situated.

5. Explain how day and night are caused; how the seasons are produced; state where day and night are always of equal length.

6. Name the countries in which the Andes range of mountains lies, or which border on either side of it.

7. Name, in order, the States bordering on the Mississippi river, beginning on the right bank at its mouth, returning on the left bank to its mouth.

8. A vessel is at Chicago. Name, in order, the waters over which it must pass, and the *direction* it moves over each portion, to reach Cincinnati.

9. Draw an outline map of Connecticut (making the northern boundary six inches in length); draw the boundaries of the counties and write their names; draw and name the three largest rivers; locate and name all the cities of the State.

10. Bound New Haven. Give its population, according to the census of 1870.
11. Over what railroad would you pass in going from New Haven to New London? Name five towns and three counties through which the road passes. How many miles from New Haven to New London?
12. Name five inland seas, and five gulfs or bays within and on the borders of Europe.
13. Name one lake or more, in Italy, in Switzerland, in Sweden, in Russia, in Siberia.
14. Locate and describe Gibraltar, Giant's Causeway, Vesuvius, Mammoth Cave, Yo Semite.
15. Name the principal seaport in each of five countries of South America.
16. In traveling by railroad from New Haven to Chicago, describe the route you would take, naming the roads, the States (in order) and principal cities in each State on the road.
17. Name ten articles imported, and the countries from which they are obtained.
18. Name some of the principal industrial pursuits and productions of Connecticut,—of Pennsylvania,—of Illinois,—of the Gulf States.
19. Name the principal forms of government, and name a country that represents each form.
20. Describe the three departments of the Federal Government of the United States.

HISTORY OF THE UNITED STATES.

[Time, 3 hours.]

1. What does History teach us?
2. Name five early voyagers to America. Under what flag did each sail? What did each discover?
3. Name *three* earliest settlements made within the present limits of the United States. In what years?
4. Give an account of William Penn.
5. Describe the voyage and landing of the Pilgrims.
6. Describe two principal tribes of Indians found in Connecticut; where they lived.
7. Name three colonies established early in Connecticut. Which two united; what became of the third?
8. How did Connecticut prevent Gov. Andros from taking away her charter?
9. How came Connecticut to have two capitals?
10. When did slavery begin and end in the United States?
11. What was the cause of the French and Indian war?
12. Describe Washington's mission to the French, just before the outbreak of the war.
13. Describe the battle in which Braddock was defeated.
14. Give the name and location of the fort which Braddock was sent to take. What city stands on the same spot? At the junction of what two rivers?
15. State some prominent points of the character and life of Dr. Franklin.
16. When and where was the first engagement of the war of the Revolution? Describe the event.

17. Name some historical event which occurred in each of the following years: 1492; 1607; 1620; 1635; 1638; 1753; 1776; 1783; 1812; 1861.

18. Name *five* most eminent commanders in the Revolutionary war; in what battles were they most conspicuous?

19. What towns in Connecticut suffered most from attack in the Revolutionary war? Who commanded the British troops? Where was his native place?

20. Give the names, in order, of men who have been presidents of the United States. Name some event which characterized each administration of any five of them.

REPORT BY PROF. BAIL ON DRAWING, FOR THE THREE TERMS OF THE YEAR.

The figures represent the value of the work done in each room, 5 being the maximum, indicating perfect work.

ROOMS.	No. 12	11	10	9	8	7	6	5	4	3	2	1	1
TERMS.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.	F. W. S.
SCHOOL.													
Webster,	4½ 4½ 4½	4 4½ 4½	4½ 4½ 4½	4½ 4½ 4½	4½ 4½ 4½	4 4½ 4½	3½ 4 4½	4½ 4½ 4½	4 4½ 4½	4 3½ 4½	3½ 4½ 4	4½ 4½ 4½	---
South St.,	---	---	---	---	---	---	4 4½ 4½	4 4½ 4½	4 4½ 4½	4 4½ 4½	4 4½ 4½	4 4 4½	---
Oak St.,	---	---	---	---	---	---	---	---	4½ 4½ 4½	3½ 3½ 4	3½ 3½ 3½	3½ 3½ 4½	---
Eaton,	4½ 4½ 4½	4½ 4½ 4½	4½ 4½ 4½	4½ 4½ 4½	4½ 4½ 4½	4½ 4½ 4½	4½ 4½ 4½	4 4½ 4½	4½ 4½ 4½	4½ 4½ 4½	3½ 4 4½	4 4 4½	---
Wooster,	4½ 4½ 4½	3½ 4½ 4½	4½ 4½ 4½	4½ 4½ 4½	4½ 4½ 4½	4 4½ 4½	4½ 4½ 4½	4 4½ 4½	4 4½ 4½	4½ 4½ 4	3½ 3½ 4	3½ 3½ 4	---
Hamilton,	3½ 4½	4½ 4½	4 4½	4½ 4½	4½ 4½	3½ 4	4 4½	4½ 4½	4 4	4 4	4 3½ 4	4½ 4 4½	---
Fair St.,	---	---	---	---	---	---	---	---	4½ 4½ 4½	3½ 3½ 4	4 3½ 4	3½ 4 4	---
German-English,	---	---	---	---	---	---	---	---	---	---	4 4½ 4½	3½ 3½ 4	---
Fair St. Ung.,	---	---	---	---	---	---	---	---	---	---	8½ 3½ 3½	3½ 3½ 3½	---
Dwight,	4½ 4½ 4½	4½ 4½ 4½	4 4 4½	3 4½ 4½	4 4½ 4½	3½ 3½ 3½	3½ 3½ 3½	4 4½ 4½	3½ 4 4½	4 4½ 4½	3½ 4½ 4½	4 4½ 4½	---
Dixwell Ave.,	---	---	---	---	---	4 4½ 4½	4½ 4½ 4½	4 4½ 4½	4 4½ 4½	3½ 3½ 3½	3½ 4½ 4½	3½ 3½ 4	---
Goffe St.,	---	---	---	---	---	---	---	---	---	3½ 4½ 4½	4 4½ 4½	4 4½ 4½	---
Division St.,	---	---	---	---	---	---	---	---	---	4 4½ 4½	4 4½ 4½	4 4½ 4½	---
Elm St.,	---	---	---	---	---	---	---	---	---	4 4½ 4½	4 4½ 4½	4 4½ 4½	---
Skinner,	4½ 4½ 4½	4½ 4½ 4½	4½ 4½ 4½	4 4½ 4½	4 4½ 4½	4 4½ 4½	3 3½ 4	3½ 4 4½	3½ 3½ 4½	3½ 4 4½	3½ 3½ 4	3½ 3½ 4	---
Edwards St.,	---	---	---	---	---	---	---	---	3½ 4½ 4½	3½ 4 4½	3½ 4 4	3½ 4 4½	---
Washington,	4½ 4½ 4½	4½ 4½ 4½	4½ 4½ 4½	3½ 4 4½	3½ 4 4½	4 4½ 4½	4½ 4½ 4½	3½ 4 4½	3½ 4½ 4½	4 4½ 4½	3½ 4½ 4½	3½ 4 4½	---
Cedar St.,	---	---	---	---	---	4½ 4½ 4½	4 4½ 4	4 4½ 4½	3½ 4½ 4½	3½ 4½ 4½	3½ 4 4	3½ 4 4	---
Washington Br.,	---	---	---	---	---	---	---	---	---	3½ 4½ 4½	---	4 4½ 4½	---
Woolsey,	---	---	---	---	---	4 4½ 4½	4½ 4½ 4½	4 4 4½	4 4 4½	3½ 3½ 4	4 4½ 4½	4 4 4½	3½ 3½ 4
Clinton Ave.,	---	---	---	---	---	---	---	---	---	3½ 3½ 4	3½ 3½ 4	3½ 3½ 4	---

**EXAMINATION IN MUSIC, NEW HAVEN PUBLIC SCHOOLS,
APRIL, 1872.**

Note.—"Sight Singing," "Tone," and "Time" are marked from 1 to 5.

NAME OF SCHOOL.	No. of Room.	No. of Schol-ars.	Unable to Sing Scale.	Page reached in Music Book.	Av. abili-ty in Singing.	Average quality of tone.	Av. Ac-curacy in time.	Av. abili-ty to read notes.
HIGH.	1	167	6	85	5	3 1-2	4	88
	2	64	1	41-2	4	4	4	88
	3	65	1	41-2	4	4	4	89
	4	52	1	41-2	4	4	4	89
	5	65	2	57	4 1-2	4 1-2	4	89
	6	65	1	57	4 1-2	4 1-2	4	89
	7	63	1	24	4	4	4	87
	8	63	2	24	4 1-2	4	4 1-2	87
	9	41	3	51	4	4	4	81
	10	30	1	51	4	4	4	81
	11	78	1	78	4 1-2	4	4 1-2	92
	12	21	2	104	4	4	4	80
	13	51	2	104	4 1-2	4	4 1-2	80
	14	55	2	104	4 1-2	4	4	80
	15	55	4	33	4 1-2	3 1-2	3	85
	16	46	1	33	4	4	4	85
	17	49	2	62	4	4	4 1-2	78
	18	53	2	62	4 1-2	4	4	84
	19	53	1	26	4	4 1-2	4	84
	20	52	1	26	4 1-2	4	4	84
	21	43	1	41	4	4	4 1-2	84
	22	40	1	41	4	4	4	84
	23	46	1	75	4	4	4 1-2	84
	24	45	4	108	4 1-2	4	4 1-2	84
	25	83	4	108	4	4	4	82
	26	83	4	34	4	4	4	82
	27	44	12	34	4	4	4	82
	28	52	1	52	4	4	4	82
	29	52	1	52	4	4	4	82
	30	50	1	25	4	4	4	81
	31	50	2	25	4	4	4 1-2	84
	32	39	1	62	4	4	4	84
	33	39	2	62	4	4	4	84
	34	30	2	33	4	4	4	83
	35	19	2	33	4	4	4	83
	36	19	2	33	4	4	4	83
	37	50	2	21	4 1-2	4	4	84
	38	50	2	21	4	4	4	84
	39	50	2	21	4	4	4	84
	40	50	2	21	4	4	4	84
	41	50	2	21	4	4	4	84
	42	50	2	21	4	4	4	84
	43	50	2	21	4	4	4	84
	44	50	2	21	4	4	4	84
	45	50	2	21	4	4	4	84
	46	50	2	21	4	4	4	84
	47	50	2	21	4	4	4	84
	48	50	2	21	4	4	4	84
	49	50	2	21	4	4	4	84
	50	50	2	21	4	4	4	84

EXAMINATION IN MUSIC—continued.

NAME OF SCHOOL.	No. of Room.	No. of Schol. ara.	Unable to Sing Scale.	Page reached Reader.	Av. ability in Singing.	Average quality of Tone.	Av. Accuracy in Time.	Av. ability to read notes.	NAME OF SCHOOL.	No. of Room.	No. of Schol. ara.	Unable to Sing Scale.	Page reached Reader.	Av. ability in Singing.	Average quality of Tone.	Av. Accuracy in Time.	Av. ability to read notes.
FAIR STREET.	1	2	5	27	4	4-1-3	4	96	ELM STREET.	1	2	1	34	3	3	4	96
	2	3	3	61	4	4	4	96		1	1	1	34	3	3	4	96
	3	4	2	95	4	4	4	73		10	3	10	50	2	2	2	96
	4	1	2	95	4	4	4	96		3	3	3	30	2	2	2	96
SKINNER,	1	2	2	24	4	4-1-3	4	96	HAMILTON,...	1	2	1	48	2	2	2	96
	2	3	2	61	4	4	4	96		1	1	1	48	2	2	2	96
	3	4	2	61	4	4	4	96		1	1	1	48	2	2	2	96
	4	1	2	61	4	4	4	96		1	1	1	48	2	2	2	96
EDWARDS ST..	1	2	5	25	4	4	4-1-3	96	DIVISION ST..	1	2	1	48	2	2	4-1-3	96
	2	3	3	25	4	4	4-1-3	96		1	1	1	48	2	2	4-1-3	96
	3	4	2	25	4	4	4-1-3	96		1	1	1	48	2	2	4-1-3	96
	4	1	2	25	4	4	4-1-3	96		1	1	1	48	2	2	4-1-3	96
WASHINGTON.	1	2	1	25	4	4-1-3	4	96	WOOLLY,...	1	2	1	48	2	2	4	96
	2	3	3	25	4	4-1-3	4	96		1	1	1	48	2	2	4	96
	3	4	2	25	4	4	4	96		1	1	1	48	2	2	4	96
	4	1	2	25	4	4	4	96		1	1	1	48	2	2	4	96
WASHINGTON DIAGRAM. UNGRADED DEPT.	1	2	3	61	4	4	4	96	CLINTON AV..	1	2	1	48	2	2	4	96
	2	3	3	61	4	4	4	96		1	1	1	48	2	2	4	96
	3	4	2	61	4	4	4	96		1	1	1	48	2	2	4	96
	4	1	2	61	4	4	4	96		1	1	1	48	2	2	4	96
WASHINGTON DIAGRAM. UNGRADED DEPT.	1	2	3	61	4	4	4	96	SOUTH ST.,...	1	2	1	48	2	2	4-1-3	96
	2	3	3	61	4	4	4	96		1	1	1	48	2	2	4-1-3	96
	3	4	2	61	4	4	4	96		1	1	1	48	2	2	4-1-3	96
	4	1	2	61	4	4	4	96		1	1	1	48	2	2	4-1-3	96
WASHINGTON DIAGRAM. UNGRADED DEPT.	1	2	3	61	4	4	4	96	CITY POINT,	1	2	1	48	2	2	4-1-3	96
	2	3	3	61	4	4	4	96		1	1	1	48	2	2	4-1-3	96
	3	4	2	61	4	4	4	96		1	1	1	48	2	2	4-1-3	96
	4	1	2	61	4	4	4	96		1	1	1	48	2	2	4-1-3	96

Total number unable to sing scale, 235.

EXERCISES IN SIGHT SINGING, APRIL, 1872.

ROOM 1. Single Part Ex.



ROOM 2. Single Part Ex.



ROOM 3. Single Part Ex.



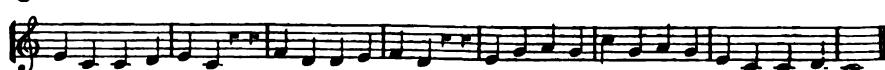
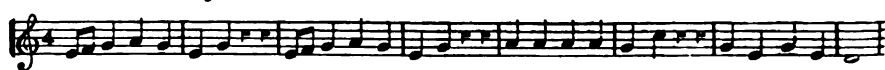
ROOM 4. Single Part Ex.



ROOM 5. Single Part Ex.



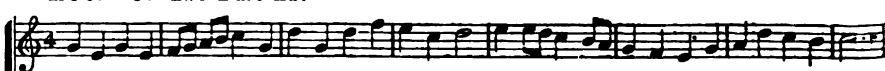
ROOM 6. Single Part Ex.



ROOM 7. Two Part Ex.



ROOM 8. Two Part Ex.



ROOM 9. Three Part Es.

SOPRANO.

ALTO.

BASS.

ROOM 10. Three Part Es.

SOPRANO.

ALTO.

BASS.

ROOM 11. Four Part Es.

TENOR.

Fine.

D. C.

ALTO.

Fine.

D. C.

SOPRANO.

Fine.

D. C.

BASS.

Fine.

D. C.

ROOM 13. Four Part Es.

TENOR.

ALTO.

SOPRANO.

BASS.

The above Exercises were sung in the corresponding grades of every school throughout the city, and were marked on a scale from 1 to 5 in every case for their first performance.

B. J.

TABLE,

Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Boys.	No. Girls.	Total.	Av. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. with'd in.	No. Transferred.	No. Abs'ces.	No. Tard.	No. half days without Ab. or Tard.	No. Truan- cles.	Av. Age, Y. M.	Sing. Sess.	Teachers. Ab.	Tard.		
HIGH SCHOOL.	2	161	28	35.1	100.4	135.5	131.4	96.9	16	31	0	1560	176	142	16	12	0	16.6	all	1	0
	1	24	163	16.7	5.4	22.1	21.6	97.7	2	7	0	210	41	221	274	160	0	14.3	"	2	1
TOTALS.	2	185	191	51.8	105.8	157.6	153.0	97.1	18	38	0	1770	217	363	290	172	0	15.44	all	3	1

WEBSTER DISTRICT.

12	60	73	23.8	23.2	47.	45.4	96.	3	46	0	581	17	248	145	97	2	14.8	7	24	1
11	49	53	23.1	23.	46.1	45.5	98.7	0	55	0	229	7	304	301	245	0	13.4	7	4	0
10	48	52	26.8	20.1	46.9	46.3	98.7	0	34	0	193	6	282	318	239	0	12.11	7	0	0
9	49	53	26.	20.8	46.8	45.8	97.	1	36	0	342	10	251	253	188	0	12.5	7	27	6
8	49	52	24.	22.8	46.8	46.1	98.5	0	55	0	233	5	288	278	225	0	12.2	7	1	1
7	49	54	24.6	22.6	47.2	46.	97.5	0	59	0	417	19	224	232	148	0	12.1	7	9	18
6	53	56	28.1	22.4	50.5	48.7	96.4	0	48	0	689	23	211	116	66	0	11.1	7	1	0
5	54	58	27.8	22.2	50.	48.1	96.2	1	66	0	707	18	178	134	82	1	10.6	7	0	0
4	51	60	26.	21.6	47.6	46.2	97.1	0	76	0	519	13	174	231	109	11	10.2	7	1	5
3	51	56	24.2	23.	47.2	45.3	95.9	0	50	0	699	30	178	124	58	2	9.1	7	2	9
2	55	59	26.4	24.8	51.2	49.6	96.9	3	47	0	627	33	150	143	64	2	8.2	7	2	2
1	55	75	26.8	26.	51.8	50.6	97.7	0	35	0	433	32	226	205	137	1	7.1	7	0	0
TOTALS.	12	623	701	307.6	271.5	579.1	97.3	8	607	0	5669	213	2714	2480	1658	19	11.1	7	71	42

6	52	56	24.6	25.2	49.8	49.2	98.7	1	26	2	226	20	260	329	232	4	11.5	5	14	6
5	50	56	23.9	23.7	47.6	46.2	97.	1	43	0	630	25	173	210	98	2	10.4	5	2	3
4	50	55	26.8	18.6	45.4	43.9	96.6	3	30	1	590	29	156	182	77	5	7.11	5	62	14
3	54	56	22.9	23.8	46.7	44.9	96.1	3	20	0	685	74	163	139	64	2	7.11	5	0	11
2	53	53	23.8	20.3	44.1	43.2	98.	4	33	0	330	41	219	266	159	3	6.2	5	0	2
1	50	66	24.7	19.4	44.1	42.6	96.6	1	44	0	611	62	163	162	110	0	5.5	5	6	19
TOTALS.	6	309	342	140.7	131.0	277.7	97.2	13	106	3	2062	251	1151	1308	740	16	8.2	5	84	55

SOUTH ST., ----

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.		Ar. No. Registered.		Av. daily Attend.	Per ct. Attend.	No. Drop'd.	No. with'd'n.	No. Transferred.	No. Abs'ces.	No. Tard.	No. half days with-			No. Teachers.			
			Boys.	Girls.	Boys.	Girls.								All.	out ab. or tard.	Boys.		Girls.	All.	Ab.	Tard.
OAK STREET, --	4	54	61	25.9	20.9	46.8	45.9	98.	3	27	0	370	13	228	250	162	1	13	7	1
	3	54	51	22.9	15.9	38.8	37.6	96.9	2	24	2	480	31	187	221	117	4	13	1	10
	2	54	60	31.7	15.3	47.	46.1	98.	4	26	0	381	77	225	258	166	7	13	23	20
	1	54	62	23.7	22.5	46.2	44.6	96.6	14	19	0	634	70	179	170	94	2	13	4	11
TOTALS, ---	4	216	234	104.2	74.6	178.8	174.2	97.4	23	96	2	1865	191	819	899	539	14	13	35	42

EATON DISTRICT.

TABLE continued.—*Showing the Attendance, &c., in each Room, of all the Schools.*

EATON, -----	12	58	60	25.4	22.7	48.1	46.5	96.7	19	13	0	636	29	168	186	86	2	15.1	1	0	1	
	11	50	43	18.3	13.1	31.4	30.2	95.9	13	10	0	493	43	171	214	111	1	14.1	3	1	0	
	10	46	39	17.7	11.9	29.6	28.3	95.6	8	11	0	501	7	176	222	106	1	13.3	3	0	4	
	9	50	53	23.9	15.7	39.6	37.3	94.2	6	29	0	849	17	105	139	52	0	12.9	3	1	1	
	8	48	51	18.9	17.6	36.5	34.6	94.8	14	16	0	757	50	155	106	31	5	12.8	3	0	2	
	7	50	53	27.4	16.	43.4	41.6	96.9	13	15	0	691	46	101	186	55	2	11.6	4	1	5	
	6	63	68	34.5	26.4	60.9	58.2	95.5	26	18	0	1050	65	85	87	34	5	11.1	4	0	2	
	5	63	72	28.7	30.2	58.9	55.4	94.	27	14	0	1336	60	114	54	17	0	10.8	3	0	12	
	4	57	72	34.5	21.9	55.7	53.5	96.8	47	8	0	886	32	104	161	55	0	9.6	5	6	10	
	3	54	62	31.	22.9	53.9	52.	96.3	21	5	0	748	46	148	126	55	0	8.10	3	20	1	
	2	60	73	37.8	22.8	60.6	57.3	94.5	21	20	0	1286	77	68	107	21	2	7.9	5	6	0	
1	60	87	39.5	18.9	58.4	54.8	93.8	51	25	0	1386	95	30	132	13	11	6.3	3	2	0		
TOTALS ----		12	659	733	337.6	239.4	577.0	549.7	95.2	267	184	0	10617	567	1420	1720	636	29	11.14	5	37	38

WOOSTER DISTRICT.

TABLE continued.—Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Registered.		Av. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. Transferred.	No. Abs'ces.	No. Tard.	No. half days with- out ab. or tard.		Av. Age. Y. M.	Sing. Seas.	Teachers.					
				Boys.	Girls.							Boys.	Girls.			Ab.	Tard.				
WOOSTER, -----	12	42	34	10.6	17.3	27.9	26.7	95.7	5	15	0	281	181	133	0	14.11	8	0	1		
	11	51	49	12.9	22.1	35.	33.1	94.4	9	14	0	741	30	167	113	53	1	14.	8	0	0
	10	51	50	17.3	21.2	38.5	36.8	95.6	5	19	1	661	8	257	120	89	0	12.4	8	0	0
	9	51	49	26.4	19.5	45.9	43.5	94.7	0	18	0	887	7	117	140	54	0	12.4	8	15	19
	8	55	58	23.3	21.3	44.6	42.9	96.2	16	20	1	659	22	163	127	69	4	12.	8	1	3
	7	51	56	23.5	23.8	47.3	45.6	96.4	11	14	3	669	32	168	126	69	5	11.5	8	2	3
	6	61	78	27.4	26.8	54.2	52.	95.9	13	36	3	812	68	116	122	44	7	10.10	8	3	3
	5	61	67	37.4	21.9	59.3	57.7	97.3	6	12	6	613	90	122	184	62	15	10.1	8	12	7
	4	61	68	35.2	21.7	56.9	55.7	97.7	10	17	1	480	45	192	207	94	3	8.11	8	0	2
	3	61	68	29.2	25.2	54.4	52.4	96.3	10	11	0	722	34	162	142	74	6	7.10	8	8	4
	2	61	67	32.3	19.9	52.2	49.7	95.	17	23	2	1019	74	67	131	29	16	7.	8	1	12
	1	61	72	34.2	21.9	56.1	54.2	96.6	46	13	0	738	48	127	156	58	0	6.10	8	0	7
TOTALS, ---	12	667	716	309.7	262.6	572.3	550.3	96.1	148	212	17	8480	465	1939	1749	828	57	10.74	8	38	63
HAMILTON, -----	12	44	46	4.5	34.5	39.	36.6	94.0	3	7	0	952	96	246	90	78	4	13.4	7	10	4
	11	46	49	16.7	33.	49.7	48.4	97.4	5	12	1	608	19	242	148	118	0	11.11	7	6	1
	10	48	52	15.8	26.3	42.1	40.9	97.1	21	4	0	475	13	303	149	128	0	11.6	7	0	0
	9	50	51	15.6	28.4	44.	42.9	97.5	2	15	0	449	18	284	181	158	0	11.3	7	7	0
	8	50	54	21.	28.	49.	47.7	97.3	7	12	0	506	28	263	164	131	0	10.1	7	2	0
	7	50	52	23.9	28.3	52.1	50.6	97.1	4	8	0	617	40	245	142	112	0	8.9	7	9	1
	6	50	56	22.7	26.9	49.6	47.6	96.9	21	19	0	794	55	176	89	64	5	8.10	7	8	0
	5	50	51	26.7	26.5	53.2	52.	97.7	0	3	0	470	34	233	190	158	0	7.8	7	8	0
	4	51	56	28.3	24.9	53.3	51.6	96.7	8	7	0	719	72	161	160	85	0	7.3	7	0	0
	3	51	55	21.	27.9	48.9	46.7	96.5	19	6	0	520	24	121	81	47	0	7.3	3	1	1
	2	60	65	24.1	33.9	58.	55.3	95.4	11	5	0	628	31	62	54	26	0	6.10	3	0	1
	*1	60	70	28.9	30.7	59.6	56.9	93.8	2	8	0	231	18	4	8	3	0	6.	2	0	2
	1	60	60	24.8	33.2	58.	56.5	97.2	21	3	0	377	28	160	120	115	0	5.7	3	0	0
TOTALS, ---	13	670	717	274.0	382.5	656.5	631.9	96.3	124	109	1	7236	476	2500	1576	1223	9	9.	7	51	10

* One term.

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Registered.		Av. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. without'n. ferred.	No. Transferred.	No. Abs con.	No. half days with- out ab. or tard.				No. Truan- cles.	Av. Age. Y. M.	Sing. Sess.	Teachers. Ab.	Tard.				
				Boys.	Girls.							Total.	Tard.	Boys.	Girls.						All.			
FAIR ST., -----	4	46	39	16.2	12.6	28.8	27.4	95.1	12	13	1	557	18	201	145	66	0	10.70	8	62	10			
	3	50	53	21.8	19.2	41.	38.4	93.7	9	27	3	976	85	97	74	24	5	9.7	8	6	3			
	2	50	54	22.4	20.5	42.9	40.7	94.9	12	17	2	831	71	137	105	39	4	8.3	8	119	7			
	1	50	61	18.1	17.7	35.8	33.6	93.9	15	23	0	908	100	126	127	67	0	6.5	8	31	13			
TOTALS, ---				4	196	207	78.5	70.0	148.5	140.1	94.4	48	80	6	3272	274	560	451	196	9	8.9	8	218	33
GERMAN- ENGLISH.	2	50	63	23.1	26.1	49.2	45.8	93.1	3	26	0	1344	119	103	50	23	1	10.10	9	0	0			
	1	55	73	26.5	30.2	56.7	52.6	92.6	8	37	0	1702	199	74	43	16	1	7.4	8	0	0			
TOTALS, ---				2	105	136	49.6	56.3	105.9	98.3	92.8	11	63	0	3046	318	177	93	39	2	9.1	9	0	0
FAIR ST. UN- GRADED SCH. }	2	50	46	15.3	16.3	31.7	26.7	84.2	12	15	4	1849	240	48	17	5	8	11.7	12	0	2			
	1	48	52	15.9	17.	32.9	27.3	83.	17	29	1	2113	237	7	12	0	37	7.9	11	8	5			
TOTALS, ---				2	98	98	31.2	33.3	64.6	54.0	83.6	29	44	5	3962	477	55	29	5	45	9.8	12	8	7

D WIGHT DISTRICT.

TABLE continued.—Showing the Attendance, &c., in each Room, of all the Schools.

DWIGHT,-----	12	48	59	15.	36.	51.	50.2	98.4	3	19	0	273	4	330	203	184	0	15.2	12	1	2
	11	47	51	25.7	22.0	47.7	47.3	99.1	0	19	0	152	6	316	320	270	0	14.5	12	60	0
	10	54	63	22.3	26.3	48.6	46.9	96.5	6	44	0	626	14	177	172	94	1	13.6	12	3	1
	9	52	55	26.	24.1	49.1	47.4	96.5	3	21	0	660	20	163	190	94	2	12.8	12	52	5
	8	55	60	21.8	32.7	54.5	52.4	96.1	7	24	0	789	25	140	115	47	0	12.4	12	0	3
	7	51	61	26.8	21.9	48.8	46.4	95.1	5	36	1	913	41	96	102	37	1	11.6	12	0	2
	6	52	55	26.6	25.2	49.8	47.2	94.8	25	8	0	999	34	123	97	39	0	10.9	12	0	0
	5	61	66	36.1	20.3	56.4	53.9	95.5	10	27	2	980	69	79	121	38	1	10.4	12	27	0
	4	52	55	25.8	21.0	46.8	44.2	94.4	20	14	1	995	49	84	112	32	6	8.9	12	1	5
	3	52	56	27.5	22.	49.5	47.4	95.8	14	16	1	819	48	127	138	53	5	7.6	12	9	4
TOTALS, ---	2	51	53	24.3	21.4	45.7	43.9	96.1	11	39	1	718	27	155	155	87	3	7.2	12	0	2
	1	51	60	26.8	17.4	44.2	43.	97.3	3	4	0	477	36	195	226	136	1	5.5	12	14	0
TOTALS, ---	12	626	694	303.7	283.3	592.1	570.2	96.3	107	271	6	8391	368	1975	1951	1110	20	10.9	12	167	24

D W I G H T D I S T R I C T continued.
TABLE continued.—*Showing the Attendance, &c., in each Room, of all the Schools.*

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	A v. No. Registered.	A v. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. with'd.	No. Transferred.	No. Absent.	No. Tard.	No. half-days without Ab. or Tard.	No. Trans- cies.	Av. Age. T. M.	Sing. Boys.	Teachers. Ab. Tard.																					
DIXWELL, -----	7	49	56	21.2	22.2	43.5	41.1	94.5	21	28	3	917	68	136	98	11	54	18																			
	6	50	60	22.6	22.5	45.1	43.5	96.4	9	22	6	627	88	173	52	2	0	20																			
	5	50	60	22.6	26.2	48.8	47.1	98.5	14	14	1	668	71	185	142	67	0	3																			
	4	51	63	28.9	21.2	50.1	47.7	98.5	10	15	0	951	113	102	106	32	3	7																			
	3	55	63	33.6	18.8	52.4	50.1	95.6	20	18	0	888	97	177	163	43	2	6																			
	2	55	68	28.5	23	51.5	48	93.2	22	24	1	1369	231	46	73	15	10	4	1																		
TOTALS, ---	1	43	60	23.9	18.8	42.7	38.5	90.2	19	21	0	1569	160	45	87	16	1	5.11	1	0	1																
TOTALS, ---																	7	353	430	181.3	152.7	334.1	316.0	94.6	115	142	11	6989	828	681	870	269	18	9.1	11	60	56
GOFFE ST., -----	3	59	48	18.7	13.2	31.9	28.4	89	35	13	1	1374	369	50	73	22	4	12.3	15	28	1																
	2	40	45	21.0	12.8	33.8	31.1	92	31	17	0	1063	188	105	84	44	0	10.6	15	1	0																
	1	37	42	13.7	15.1	28.8	26.7	92.7	20	25	1	833	122	132	104	55	0	7.2	15	32	0																
TOTALS, ---																	3	136	135	53.4	41.1	94.5	86.2	91.2	86	55	2	3270	679	287	261	121	4	9.11½	15	61	1
DIVISION ST., ---	2	51	53	19.2	22.3	41.5	37.8	91.1	9	17	0	1470	79	53	42	19	1	9.9	8	0	0																
	1	62	65	26.6	22.8	49.5	47.5	95.9	19	16	2	776	42	195	162	119	1	6	8	0	0																
	TOTALS, ---																	2	113	118	45.8	45.1	91.0	85.3	93.5	28	33	2	2246	121	248	204	138	2	7.10	8	0
ELM ST., -----	2	55	58	33.5	20.6	54.1	53.9	99.6	2	14	0	52	9	343	358	337	2	10.6	6	1	0																
	1	54	47	28.7	15.8	44.6	43.8	98.2	5	2	0	81	5	348	344	319	0	6.8	6	2	1																
	TOTALS, ---																	2	109	105	62.2	36.4	98.7	97.7	98.9	7	16	0	133	14	691	702	666	2	8.8	6	3	1

SKINNER DISTRICT.

TABLE continued.—Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Registered.		Av. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. with'd'n.	No. Transferred.	No. Abs'ces.	No. Tard.	No. half days with- out Ab. of Tard.			No. Truan- cies.	Av. Age. Y. M.	Sing. Sess.	Teachers. Ab. Tard.			
				Boys.	Girls.								Total.	Boys.	Girls.					All.		
SKINNER, -----	12	51	53	8.7	35.6	44.3	97.7	3	9	0	372	13	345	149	142	0	14.2	6	6	17		
	11	50	54	19.8	28.5	48.4	95.5	8	10	0	762	20	197	121	62	0	13.8	6	2	7		
	10	51	52	17.1	27.6	44.7	94.4	9	13	1	955	60	219	58	41	1	13.7	6	0	2		
	9	52	52	18.3	26.7	45.0	94.9	7	19	1	864	31	168	109	42	9	12.	6	5	21		
	8	52	56	23.4	27.8	51.2	95.9	14	10	1	810	39	204	78	44	0	12.	6	4	9		
	7	51	56	26.3	22.9	49.2	93.9	16	15	5	1122	68	81	74	18	20	10.10	6	0	0		
	6	51	56	30.7	17.7	48.4	94.8	13	24	2	974	31	89	112	38	5	10.3	6	30	13		
	5	51	56	30.	18.9	48.9	94.8	10	8	3	932	47	95	93	30	5	10.	6	9	4		
	4	51	53	31.3	16.8	48.1	95.6	14	8	1	810	62	100	162	53	1	9.6	6	16	0		
	3	51	53	29.1	19.2	48.3	96.8	6	7	2	579	63	140	200	73	6	8.4	6	2	15		
2	51	58	26.2	22.3	48.5	94.8	17	13	7	992	56	92	129	41	14	7.5	6	0	31			
1	51	64	25.7	24.3	50.	96.	3	60	0	798	53	130	151	59	9	6.	6	7	11			
TOTALS, ---																						
			12	613	662	286.6	288.3	575.0	95.5	120	196	23	9960	548	1850	1436	643	70	10.8	6	81	130
EDWARDS ST., -	4	54	59	24.1	18.3	42.4	94.8	11	15	6	808	120	134	110	34	6	10.7	7	2	2		
	3	55	53	26.5	18.1	44.6	93.7	12	17	3	966	96	90	100	25	18	8.10	7	1	25		
	2	55	53	25.5	19.7	45.2	95.5	13	13	1	732	67	154	138	64	14	7.10	7	2	16		
	1	56	88	22.2	24.	46.2	92.2	38	15	0	1338	151	90	50	17	20	6.8	7	0	1		
TOTALS, ----			4	220	253	98.3	80.1	178.4	94.1	74	60	10	3844	434	468	398	140	58	8.4	7	5	44

WASHINGTON DISTRICT.

TABLE continued.—Showing the Attendance, &c., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Registered.		Av. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. with'd'n.	No. Transferred.	No. abs'ces.	No. Tard.	No. half days without Ab. or Tard.			No. Truancies.	Av. Age. Y. M.	Sing. Sess.	Teachers. Ab. Tard.		
				Boys.	Girls.								Boys.	Girls.	All.						
WASHINGTON.	12	50	49	13.	27.	40.	38.2	95.5	1	23	0	699	9	245	103	74	2	14.9	8	19	39
	11	50	58	22.4	22.4	44.8	43.1	96.4	6	27	0	624	17	203	122	65	0	13.3	8	0	0
	10	50	54	26.3	18.8	45.1	42.5	94.2	10	38	0	1025	32	106	86	24	0	12.7	8	0	7
	9	52	57	27.9	17.3	45.2	43.	95.2	2	37	2	840	19	120	139	52	3	12.5	8	1	4
	8	50	54	22.7	24.5	47.2	45.9	97.2	1	34	1	502	6	184	190	96	0	11.10	8	10	1
	7	53	57	26.	22.7	48.7	46.7	95.9	9	24	1	796	22	155	116	46	1	11.4	8	0	0
	6	56	59	24.5	28.3	52.8	49.7	94.1	4	30	2	1213	22	101	59	25	5	11.2	8	0	0
	5	56	66	24.8	28.	52.8	50.4	95.5	2	35	1	875	20	151	98	47	2	10.7	8	0	10
	4	64	69	35.8	25.	60.8	58.5	96.3	3	25	3	835	1	136	125	55	3	9.7	8	0	2
	3	64	69	32.6	29.6	62.2	59.3	95.4	11	30	2	1110	24	90	101	34	11	8.4	8	44	1
2	64	70	29.8	32.6	62.4	60.2	96.4	0	28	0	854	13	150	146	106	7	8.2	8	1	8	
1	63	73	26.4	34.5	60.9	57.8	95.	13	42	0	1161	18	139	83	42	3	7.3	8	2	6	
TOTALS..	12	672	735	312.2	310.7	622.9	595.3	95.6	62	373	12	10534	203	1780	1368	696	37	10.10	8	77	78
CEDAR ST.,-----	8	48	59	25.3	23.2	48.5	45.8	94.4	11	30	0	955	34	160	88	41	6	11.6	9	37	7
	7	48	60	23.6	17.7	41.3	38.3	92.7	15	19	1	1163	77	85	77	29	9	11.5	9	40	2
	6	50	61	23.6	19.3	42.9	40.4	94.2	8	24	0	922	55	117	122	36	6	10.1	9	12	2
	5	48	57	23.5	22.4	45.9	43.5	94.8	8	11	3	913	74	119	115	38	14	9.7	9	26	1
	4	50	60	23.9	24.3	48.2	45.4	94.2	10	13	1	1031	44	127	73	37	6	8.9	9	26	8
	3	55	63	31.2	19.8	51.	48.1	94.3	4	17	1	1112	60	96	78	26	25	8.1	9	2	2
	2	56	69	31.3	21.1	52.4	49.6	94.7	12	19	0	1109	61	104	94	24	16	7.3	9	6	6
1	56	65	28.3	21.3	49.6	46.3	93.3	14	24	0	1250	104	76	96	31	12	6.	9	51	5	
TOTALS..	8	411	494	210.7	169.1	379.8	357.4	94.1	82	157	6	8455	509	884	743	262	94	9.1	9	200	31

SCHOOLS.	No. Rooms.	No. Seats.	No. Regist.	Av. No. Registered.		Av. Daily Attend.	Per ct. Attend.	No. Drop'd.	No. with'd'n.	No. Transferred.	No. Absences.	No. half days with- out Ab. or Tard.			No. Truan- cles.	Av. Age. Y. M.	Sing. Sess.	Teachers. Ab. Tard.			
				Boys.	Girls.							Total.	No. Tard.	Boys.					Girls.	All.	
WASHINGTON BRANCH SCHOOLS. }	4	54	60	20.4	31.5	51.9	49.9	96.0	0	9	0	163	10	52	26	19	1	5.11	3	0	0
	3	34	28	11.4	10.5	21.9	20.6	94.0	4	14	0	454	36	207	221	131	0	8.7	11	5	1
	2	64	69	23.	29.	52.	50.1	96.3	13	17	0	754	16	209	105	60	2	6.11	8	0	5
	1	51	63	29.1	20.2	49.3	46.8	95.0	11	25	0	990	67	87	142	52	4	6.9	7	1	2
TOTALS, ---	4	203	220	83.9	91.2	175.1	167.4	95.6	28	65	0	2361	129	555	494	262	7	7.		6	8

WOOLSEY DISTRICT.

TABLE continued.—Showing the Attendance, &c., in each Room, of all the Schools.

WOOLSEY SCHOOL	8	56	60	20.2	34.	54.3	51.4	94.6	14	17	0	1059	37	178	79	41	0	14.6	8	37	5
	7	54	53	28.	19.7	47.7	45.1	94.1	16	24	0	1002	52	77	178	39	1	12.7	8	0	2
	6	56	57	27.6	20.7	48.3	46.	95.2	21	26	0	862	54	118	178	61	3	12.5	8	0	0
	5	54	57	21.3	32.4	53.7	51.6	96.1	21	16	0	788	56	162	119	56	1	11.11	8	0	1
	4	56	64	24.1	32.2	56.3	53.	94.1	18	12	0	1262	71	118	53	23	0	10.8	8	0	4
	3	54	63	25.7	32.4	58.1	54.7	94.1	8	16	0	1309	40	141	56	25	0	9.4	8	1	0
	2	54	68	28.2	29.9	58.1	53.3	91.7	17	14	0	1836	63	75	39	10	1	8.4	8	10	2
	1	72	55	31.5	45.4	76.8	69.3	90.2	53	13	0	2974	68	40	25	13	2	6.8	8	6	12
	1	28	108	18.7	24.5	43.2	37.	85.6	48	19	0	2480	49	51	10	2	2	5.7	8	1	1
TOTALS, ...	9	484	585	225.3	271.2	496.5	461.4	92.9	216	157	0	13572	490	960	778	278	10	10.3	8	55	27
CLINTON AV. } SCHOOLS. }	3	48	52	24.9	15.	39.9	36.9	92.5	35	20	0	1130	100	84	108	34	1	10.5	8	1	3
	2	54	65	35.	16.4	51.4	45.6	88.7	35	27	0	2193	150	26	80	8	12	9.6	8	8	7
	1	56	72	30.3	23.	53.3	44.	82.5	82	16	0	3556	125	18	16	6	13	6.3	8	0	4
TOTALS, ...	3	158	189	90.2	54.4	144.6	126.5	87.5	152	63	0	7879	375	128	204	48	26	8.9	8	9	14

T A B L E.
Summary of Statistics—Showing Attendance, &c., at all the Schools, during the Year.

SCHOOLS.	No. Teach.	No. Rooms	No. Seals	No. Regs.	Average No. Registered.		Ar. Daily Per Ct. Attend.	No. Dr'p'd.	No. With'd'n.	No. Absences.	No. Tard.	No. 3 days without Ab.		Trans- fers.	Ar. Age Y. M.	Eng. Bapt.	Teachers.				
					Boys.	Girls.						Boys.	Girls.				Ab.	Tard.			
High School,	7	4	185	191	51.8	157.6	153.0	97.1	18	38	0	1770	217	363	172	0	15.44	all	3	1	
Webster,	14	12	623	701	307.6	579.1	563.6	97.3	8	607	0	5669	213	2714	2480	1658	19	11.1	5	42	
Eaton,	14	12	659	733	337.6	577.0	549.7	95.2	267	184	0	10617	567	1420	1720	636	29	11.14	5	37	
Woolsey,	13	12	667	716	309.7	572.3	550.3	96.1	148	212	17	8480	466	1939	1749	828	57	10.74	5	38	
Dwight,	14	12	626	694	303.7	588.3	592.1	96.3	107	271	6	8391	368	1975	1951	1110	20	10.94	7	167	
Skinner,	14	12	613	662	286.6	576.0	549.0	95.5	120	196	23	9960	543	1850	1436	643	70	10.8	1	81	
Washington,	14	12	672	735	312.2	572.9	595.3	95.6	62	373	12	10534	203	1780	1368	666	37	10.10	2	77	
Woolsey,	11	9	484	585	225.3	496.5	481.4	92.9	216	157	0	13572	490	960	778	278	10	10.3	3	55	
Hamilton,	14	13	670	717	274.	582.6	631.9	96.3	124	109	1	7236	476	2500	1576	1223	9	9	2	1	
Cedar St.,	15	8	411	494	210.7	169.1	379.8	94.1	82	157	6	8455	509	884	743	262	94	9.1	7	200	
Dixwell Av.,	8	7	353	430	181.3	152.7	334.1	94.6	115	142	11	6989	828	681	870	269	18	9.1	5	60	
South St.,	7	6	309	342	146.7	131.0	277.7	97.2	13	196	3	2952	251	1154	1308	740	16	8.2	1	78	
Fair St.,	8	4	196	207	78.5	70.0	148.5	94.4	48	80	6	3272	274	560	451	196	9	8.9	6	218	
Edwards St.,	4	4	220	253	98.3	80.1	178.4	94.1	74	60	10	3844	434	468	398	140	8.4	2	5	44	
Oak St.,	4	4	216	234	104.2	74.6	178.8	97.4	23	96	2	1865	191	819	899	539	14	8.6	7	35	
Goffe St.,	3	3	136	135	53.4	41.1	94.5	86.2	91.2	86	55	2	3270	679	287	261	121	4	9.114	9	61
Clinton Av.,	3	3	158	189	90.2	54.4	144.6	87.5	152	63	0	8779	375	128	204	48	26	8.9	3	9	
Division St.,	2	2	113	118	45.8	45.1	91.0	85.3	93.5	28	33	2	2246	121	248	204	138	2	7.10	8	0
German-English, . .	2	2	105	136	49.6	56.3	105.9	98.3	92.8	11	63	0	3046	318	177	93	39	2	9.1	2	0
Wash. Br. Schools, .	4	4	203	220	83.9	91.2	175.1	95.6	28	65	0	2361	129	555	494	262	7	7	4	6	8
Film St.,	2	2	109	105	62.2	36.4	98.7	97.7	98.9	7	16	0	133	14	691	702	556	2	8.8	0	3
Fair St. Ungraded, .	2	2	98	98	31.2	33.3	64.6	54.0	83.6	29	44	5	3962	477	55	29	5	9.8	6	8	7
Whiting St. Ungr., .	1	1	78	76																	
Totals for 1871-72	180	150	7904	8771	3644.5	7100.8	6766.1	95.3	1766	3217	106	126503	8142	22208	20004	10629	9.8	--	1263	705	
" 1870-71	152	125	6627	7209	3124.6	6080.0	5736.3	94.6	1408	2618	198	120319	6917	17509	15821	8356	9.7	--	1258	601	
Increase,	28	25	1277	1562	520.	1040.	1030.	.7	358	599	*92	44684	1225	4699	4183	2273	*35		5	104	

* Decrease.

PERFECT ATTENDANCE.

The following Table presents all rooms in which *all the pupils* have been present 100 half days or more during the year.

N. B.—Perfect attendance cannot be counted if, for any cause, any pupil is not in seat at the hour of commencing school (9 o'clock A. M. and 3 P. M.), or is dismissed before the hour of closing (12 and 4 o'clock).

SCHOOLS.	ROOMS.	TEACHERS.	No. † days in 1871-72.		No. † days in 1870-71.	
			All present.	Boys.	All present.	Boys.
1. Dwight School,	No. 11	Miss Bernard.	270	316	265	318
2. Webster "	" 11	" Minor.	245	304	-----	-----
3. Webster "	" 10	" Evans.	239	282	153	228
4. South St.	" 6	" Pinney.	232	260	206	266
5. Webster "	" 8	" M. Graves.	235	288	120	160
6. Webster "	" 9	" Tyler.	188	231	189	264
7. Dwight "	" 12	" Edwards.	184	330	215	347
8. Oak St.	" 2	" Cowap.	166	225	-----	-----
9. Oak St.	" 4	" Barber.	162	238	-----	-----
10. High "	" 1	" A. W. Parish.	160	221	-----	-----
11. South St.	" 2	" Morgan.	159	219	131	207
12. Hamilton St.	" 9	S. M. Cornelia.	158	284	-----	-----
13. Hamilton St.	" 5	" Clementine.	158	233	190	-----
14. Webster "	" 7	Miss Fagan.	148	224	130	182
15. Skinner "	" 12	" Page.	142	345	129	182
16. Webster "	" 1	" Butta.	137	238	-----	-----
17. Dwight "	" 1	Mrs. Bradley.	135	195	108	162
18. Wooster "	" 12	Mr. Park.	133	281	-----	-----
19. Hamilton St.	" 8	S. M. Arsenius.	131	263	-----	-----
20. City Point "	" 1	Mrs. Livingston.	131	207	119	173
21. Hamilton St.	" 10	S. M. Borromeo.	128	303	127	149
22. Division St.	" 1	Miss Bryant.	119	195	-----	-----
23. Hamilton St.	" 11	S. M. Rita Shea.	118	242	-----	-----
24. Oak St.	" 3	Miss Wolcott.	117	187	-----	-----
25. Hamilton St.	" 1	S. M. Cyril.	115	160	169	310
26. Hamilton St.	" 7	S. M. Celestine.	112	245	-----	-----
27. Eaton "	" 11	Miss Waitt.	111	171	-----	-----
28. South St.	" 1	" Herrity.	110	183	-----	-----
29. Webster "	" 4	" Johnson.	109	174	-----	-----
30. Eaton "	" 10	" Rowe.	106	176	-----	-----
30. Washington "	" 2	" McLaughlin.	106	180	118	171

Showing the NUMBER of Scholars who have not been Absent nor Tardy during each of the Three Terms of the Year.

[illegible]

Names of Pupils who have been present every School Session during the past year, or longer.

HIGH SCHOOL.

Miss Mary F. Frisbie,	Master G. P. Rockwell,
" M. E. Durham,	Miss K. L. Bolton,
" M. J. Quinley,	" M. L. Bradley,
" H. E. Roberts,	" A. M. Brennan,
Master W. C. Roberts, 2 years,	" R. E. Briggs,
Miss E. J. Phelps,	" A. B. Coyne,
" E. L. Williams,	" M. M. Ferris,
" A. E. Hayes, 2 years,	" J. W. Gardner,
" E. F. Healy,	" J. P. Gibbs,
" T. B. Healy,	" G. Halliday,
" M. P. Moffatt, 2 years,	" M. A. Hodgson,
" F. L. Rice,	" S. G. Stow,
" H. Roemer,	" S. A. Wilcox,
" H. A. Sperry, 2 years,	Master M. Mailhouse,
Master J. F. Luby,	" T. E. Rochfort.

WEBSTER SCHOOL.

Rooms.	Names of Pupils.	Rooms.	Names of Pupils.
No. 12.	Lillian I. Clark, 2 years,	No. 8.	Sarah Owens,
"	Leopold Gruener,	"	Samuel Buckmaster,
"	Hattie H. Harrison, 2 years,	"	Charles Edwards,
"	J. Willie Sears, 3 years,	No. 7.	George Rudolph,
"	Fred. L. Trowbridge,	"	Charles Stoeckel,
"	Alice J. Usher,	"	Anna Turnbull, 3 years,
"	Chas. E. Hoadley,	"	George Campbell,
"	Mortimer B. Hubbell,	No. 6.	Herbert Clark,
"	Theophilus E. Liefeld,	"	Charles Strong,
No. 11.	Frank Moesch,	"	Mary Pfeghar, 2 years,
No. 10.	Charles A. Bucholz,	"	Mary Kelley,
"	Willie T. Dodd,	No. 5.	David Richards,
"	John H. Gould, 3 years,	"	Minnie Meshurul,
"	Edward C. Reynolds,	No. 4.	Mary Campbell,
"	Josie Carroll,	No. 3.	Maggie Flynn, 2 years,
"	Katie A. Flynn,	"	Janie Ginty,
"	Dora Morstatter, 2 years,	No. 2.	Patrick Farrell,
"	H. George Hoadley,	"	Freddie Dickerman,
No. 9.	Louis Dambacher,	"	Louis Hoffmeister,
		"	Lizzie Pfeghar, 2 years.

SOUTH ST. SCHOOL.

No. 6.	Lottie Coplin,	No. 5.	Mary Williams,
"	Mary A. Ford, 2 years,	No. 4.	Josephine Hoppie,
"	Mary Genot,	"	Katie Reynolds,
"	Jessie Meshan, 2 years,	"	Stephen Connors, 2 years,
"	Margaret Ruttiger, 2 years,	"	Willie Purdie,
"	Caroline Ruttiger,	No. 3.	Lizzie Genot,
"	Katie Taylor,	"	Johnie Bohon,
"	John Padeau,	"	Willie Galvin,
No. 5.	Katie Curran,	No. 2.	Mary Devanny,
"	Lizzie Powers,	"	James A. Connors.

OAK STREET SCHOOL.

Rooms.	Names of Pupils.	Rooms.	Names of Pupils.
No. 4.	Willie Neville,	No. 4.	Jennie Prince,
"	Mary Marzi,	No. 3.	Willie Costello,
"	Mary Oartel,	"	Frank Edwards.

EATON SCHOOL.

No. 12.	Joseph Buckingham,	No. 9.	Willie Schraeder, 2 years,
"	George Durham,	No. 8.	Clifford Booth, 2 years,
"	Alfred Westbrook,	"	Willie Siak,
No. 11.	Mary Healy,	No. 6.	Ella Harmon,
No. 10.	Willie Brinley,	No. 5.	Henry Dexheimer,
"	Ida Boone,	"	Joseph Clark,
No. 9.	Minnie Clossan,	No. 4.	George Ehler,
"	Daniel McNamara, 5 years,	"	Amelia Perpente,
"	David McNamara, 5 years,	"	Bessie Robinson,
"	Frank Osborn,	No. 2.	Francis Kammerer.

WOOSTER SCHOOL.

No. 12.	Harry Shelly,	No. 5.	Willie Peck,
No. 10.	Arthur Lyersipf,	"	Henry Norris,
"	Stephen Maher,	"	Louis Smith,
No. 9.	Daniel Sullay,	"	Annie Burns,
"	John M. Cheane,	"	Annie Cronan,
"	Emma M. Califf,	No. 4.	James Burns,
No. 8.	Emma Bryant,	"	Dennis Madigan,
"	Thomas Clyne,	"	John Ryan,
"	Freddie Sprague, 3 years,	"	Freddie Schurig,
No. 7.	Lizzie Coley,	"	Marie Thatcher,
"	Nellie Desmond,	"	Thomas Sheridan,
"	Annie McArthur,	"	Frankie Benton,
"	Edna Sherwood,	"	Stanley Bird,
"	Freddie Bentley,	No. 3.	Kate Connery,
"	Willie Jones,	"	Mary Cummings,
"	Alfred Mix.	"	Jennie Manwaring,
No. 6.	Linus Sprague,	"	James Kinsella,
"	Susie Killam,	"	Michael Ryan,
"	Jennie Woodend,	"	Solomon Ryan,
"	Delia Dugan,	No. 2.	Lizzie Read,

HAMILTON SCHOOL.

No. 11.	Mary A. Sullivan, 3 years,	No. 9.	Jennie Torpy,
"	Maggie O'Bryan,	No. 6.	Maggie Cronin,
"	Louisa Gaffney,	"	Nellie Curley,
"	Thomas Sullivan,	"	William Browne,
No. 10.	Thomas Shanley,	No. 5.	Bridget Cronin,
No. 9.	Andrew Bohon,	"	Peter Kelley,
"	Willie Lynch,	No. 4.	Ellie McPartland, 2 years,
"	Maggie Healy, 3 years,	"	Chrisly McBrien,
"	Maggie Scanlon,	No. 3.	Lizzie Lynch.

FAIR STREET SCHOOL.

No. 4.	Freddie Loddell,	No. 3.	Rebecca McColiffe.
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SKINNER SCHOOL.

Rooms.	Names of Pupils.	Rooms.	Names of Pupils.
No. 12.	Charles Churchill,	No. 8.	Katie Cunningham,
"	Theodore Sucher,	No. 7.	Joseph Conlan,
"	Ella Banks,	"	Archie Foley,
"	Nellie Elliott,	"	Eddie Mallory,
"	Emma Granniss, 3 years,	No. 6.	Freddie Schussler,
"	Lottie Hughes, 3 years,	"	James Flynn,
"	Lottie Judson,	No. 5.	Patsie Connors, 2 years,
"	Ida Parsons,	"	Katie Johnson,
No. 11.	Addie Arthur,	"	George Merrick,
"	Emma Schussler,	No. 4.	Charles Dewell,
"	Timothy Ford,	"	Seth Johnson,
"	Bernard Shanley, 3 years,	"	Uphamie Twiname,
No. 10.	Mattie Storer,	"	Willis Ronalds,
No. 9.	Nellie A. Gower,	No. 3.	Minnie Kane,
"	Richard Siak,	"	Albert Schade,
No. 8.	George Adt,	No. 2.	Josie Spang.
"	Allen Buckingham,		

EDWARDS STREET SCHOOL.

No. 4.	Annie Ford,	No. 2.	James Crowley,
"	Hattie Smith,		

WASHINGTON SCHOOL.

No. 12.	Hattie Price, 2 years,	No. 6.	Fred. Fenouillet,
"	Ida Eaton,	"	James O'Brien,
"	Frederick Clemmons,	No. 5.	Terrence Smith,
No. 10.	John Fogarty, 2 years,	"	Maurice Spencer.
No. 9.	Ella Corbusier,	"	Patrick Fitzgerald, 2 years,
"	Bello Gaffney,	No. 4.	Eddie Lavette,
"	Nellie Barker,	No. 3.	Joseph White,
"	Fred. C. Hartung, 2 years,	"	Maggie Piggott,
No. 8.	George Burton,	No. 2.	George Miller,
"	Mary Miller,	"	Abbie Hyde,
"	Willie H. Clemmons,	"	Charles Cannon,
"	Mary A. Egan,	"	Theresa Mulligan,
"	Louis A. Fenouillet,	"	Alice Gates,
No. 6.	Zita Curtis,	No. 1.	Eddie Cannon.

WASHINGTON BRANCH, NO. 2.

Alice Peckham,	Mary O'Meara.
Jennie Miller,	

CITY POINT SCHOOL.

Charley Button, 1 year.

WOOLSEY SCHOOL.

No. 8.	Bertha Chipman,	No. 6.	Lucy A. Merwin,
No. 7.	Martin Coates,	No. 5.	William Baker,
"	Nellie Linsley,	"	Ernest Ball,
No. 6.	John C. Bradley,	"	Emma Augur,
"	Wallace H. Bradley,	No. 3.	George Moulthrop,
"	Freddie Wiser,	"	Joseph Barnes,
"	Mary Baker,	"	Ella Augur.
"	Helen L. Rice,		

CLINTON AV. SCHOOL.

No. 2. Frederick Nuttingham.

NEW HAVEN

PUBLIC SCHOOL MANUAL.

I.

NEW HAVEN SCHOOL DISTRICTS.

The town of New Haven is divided into two school districts viz: the City and Westville.

II.

BOUNDS OF THE CITY SCHOOL DISTRICT.

The New Haven City School District includes all that part of the town of New Haven which lies east of a line running from the bridge over West River on the Derby Turnpike to the outlet of Beaver Pond, thence easterly and northerly along the brook flowing into said pond to the Hamden line. It is divided for convenience into seven sub-districts, with the following boundaries, viz:

WASHINGTON, beginning at West Bridge, includes both sides of Congress avenue to Meadow street, neither side of Meadow street to the water, and all streets within the lines thus indicated.

WEBSTER, beginning at the Derby Turnpike Bridge, includes both sides of Derby avenue to George street, both sides of George to Howe, both sides of Howe to Chapel street, neither side of Chapel to York, both sides of York to Elm, neither side of Elm to Church, neither side of Church to Chapel, neither side of Chapel to State, neither side of State to West Water, both sides of West Water to Meadow, both sides of Meadow to Congress avenue, and neither side of Congress avenue to West Bridge, with all the streets within the lines thus indicated.

DWIGHT, beginning at Derby Turnpike Bridge, includes neither side of Derby avenue to George street, neither side of George to Howe, neither side of Howe to Chapel, both sides of Chapel to York, neither side of York to Elm, both sides of Elm to College, neither side of College to Prospect, both sides of Prospect to the Hamden Line, with all the streets within the lines thus indicated.

SKINNER, beginning at the junction of Prospect street with the lamden Line, includes neither side of Prospect street to Grove, either side of Grove to State, neither side of State to Veto, thence crossing State street to the head of Olive, includes neither side of Olive to William street, neither side of William to Franklin, thence crosses to Myrtle street, includes both sides of Myrtle to Mill River, with all the streets within the lines thus indicated.

WOOSTER, beginning at the corner of State and West Water streets, includes both sides of State to Chapel, neither side of Chapel to Franklin, neither side of Franklin to Grand, neither side of Grand to Hamilton, neither side of Hamilton to Myrtle, neither side of Myrtle to Mill River, and all streets within the boundaries so indicated.

EATON, beginning at the southwest corner of College and Elm streets, includes both sides of College to Grove street, both sides of Grove to State, both sides of State to Veto, crosses from Veto to Olive, includes both sides of Olive to William, both sides of William to Franklin, thence crossing to Myrtle, includes neither side of Myrtle to Hamilton, both sides of Hamilton to Grand, both sides of Grand to Franklin, both sides of Franklin to Chapel, both sides of Chapel to Church, both sides of Church to Elm, and both sides of Elm to College, and all streets within the lines thus indicated.

FAIR HAVEN includes all that portion of the city which lies east of Mill River.

III.

THE BOARD OF EDUCATION.

The Board of Education consists of nine members, three of whom are chosen at each annual meeting of the district. Their powers and duties are thus defined in the statutes of the State:

School societies heretofore organized under the act of 1855, entitled "An Act in addition to and in alteration of an Act concerning Education," which are not coëxtensive with the towns within which they are situated, shall become school districts of said town, with all the powers and duties of school districts as specified in this act, with the following exceptions, viz: Such school districts shall annually choose, on the third Monday in September in each year, instead of a district committee, a Board of Education, consisting of three, six or nine persons, in the manner

prescribed in this act for the election of school visitors; and said Board of Education shall have all the powers and be subject to all the duties imposed on the district committees; and in addition thereto shall have the general charge and superintendence of the common schools within their district, and the care and management of the property and funds of the district; they shall lodge all bonds, leases, notes, and other securities with the treasurer of said district, unless the same have been intrusted to others by the donors or grantors, or by the general assembly; they shall pay into the treasury of the district all moneys which they may receive for the support of schools; they shall determine the number and qualifications of the scholars to be admitted into each school; shall supply the requisite number of qualified teachers; shall annually, during the first two weeks of the month of September, ascertain the expense of supporting and maintaining the schools under their superintendence during the year ending the 31st day of August previous, and report the same, together with the amount of moneys received toward the payment thereof, to the district at a meeting to be held on the third Monday in September in each year, and shall at the same time make a full report of their doings and the condition of the schools under their superintendence, and all important matters concerning the same to the district, and shall perform all lawful acts which may be required of them by the district, and which may be necessary to carry into effect the powers and duties granted by this act.

All vacancies in the board of school visitors shall be filled by an election of the necessary members thereto by ballot. Should any vacancy occur by death, resignation or otherwise, the remaining members of the Board may fill such vacancy, until the next annual meeting. Any member elected to fill an irregular vacancy to hold office only for the unexpired term of his predecessor, and no person shall be ineligible on account of his having held the office the preceding year.

IV.

ANNUAL MEETING OF THE DISTRICT.

The annual meeting of the legal voters in the District is held on the third Monday of September, at such place and hour as may be selected by the Board of Education. Special meetings of the District may be called at other times.

V.

MEETINGS OF THE BOARD.

The regular meetings of the Board are held on the first and third Wednesday evenings of each month; from the 20th of September to the 20th of March at 7½ o'clock; for the remainder of the year at 8 o'clock. Five members of the Board shall constitute a quorum for the transaction of business, and every member present, when a question is put, shall vote, unless excused by the Board; and the yeas and nays shall be taken and recorded whenever called for by any member of the Board. The meetings of the Board are open to the public, unless otherwise specially ordered.

VI.

SPECIAL MEETINGS.

Special meetings may be called by a majority of the Board, and the notice for such meetings shall state the objects for which they are called.

VII.

PRESIDENT OF THE BOARD.

1. At the first meeting of the Board after the Annual District Election, a President for the ensuing year shall be chosen by the concurring ballots of a majority of the Board, unless the election be postponed to a future meeting.

2. The President shall preside at the meetings of the Board and perform such other duties as usually pertain to that office.

3. In the absence of the President his powers and duties shall devolve upon a President *pro tempore*.

VIII.

STANDING COMMITTEES.

At the first meeting of the Board after the annual election, unless postponed by a majority of those present, a Committee on Schools, a Committee on Finance, and a Committee on School Buildings, shall be elected by a majority of the Board.

1. **COMMITTEE ON SCHOOLS.**—The instruction and government of the schools, the furniture, books, maps and apparatus for teaching, shall be under the especial charge of the Committee on Schools.

2. **COMMITTEE ON FINANCE.**—The financial wants and obligations of the District shall be under the especial charge of the Committee on Finance, who draw orders on the treasurer for the payment of such bills or claims as by them may be approved. The

prescribed in this act for the election of school visitors; and said Board of Education shall have all the powers and be subject to all the duties imposed on the district committees; and in addition thereto shall have the general charge and superintendence of the common schools within their district, and the care and management of the property and funds of the district; they shall lodge all bonds, leases, notes, and other securities with the treasurer of said district, unless the same have been intrusted to others by the donors or grantors, or by the general assembly; they shall pay into the treasury of the district all moneys which they may receive for the support of schools; they shall determine the number and qualifications of the scholars to be admitted into each school; shall supply the requisite number of qualified teachers; shall annually, during the first two weeks of the month of September, ascertain the expense of supporting and maintaining the schools under their superintendence during the year ending the 31st day of August previous, and report the same, together with the amount of moneys received toward the payment thereof, to the district at a meeting to be held on the third Monday in September in each year, and shall at the same time make a full report of their doings and the condition of the schools under their superintendence, and all important matters concerning the same to the district, and shall perform all lawful acts which may be required of them by the district, and which may be necessary to carry into effect the powers and duties granted by this act.

All vacancies in the board of school visitors shall be filled by an election of the necessary members thereto by ballot. Should any vacancy occur by death, resignation or otherwise, the remaining members of the Board may fill such vacancy, until the next annual meeting. Any member elected to fill an irregular vacancy to hold office only for the unexpired term of his predecessor, and no person shall be ineligible on account of his having held the office the preceding year.

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Special meetings may be called by a majority of the Board, and the notice for such meetings shall state the objects for which they are called.

VII.

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1. At the first meeting of the Board after the Annual District Election, a President for the ensuing year shall be chosen by the concurring ballots of a majority of the Board, unless the election be postponed to a future meeting.
2. The President shall preside at the meetings of the Board and perform such other duties as usually pertain to that office.
3. In the absence of the President his powers and duties shall devolve upon a President *pro tempore*.

VIII.

STANDING COMMITTEES.

At the first meeting of the Board after the annual election, unless postponed by a majority of those present, a Committee on Schools, a Committee on Finance, and a Committee on Buildings, shall be elected by a majority of the Board.

1. COMMITTEE ON SCHOOLS.—The members of the Committee on Schools, the furniture, books and supplies of the schools, shall be under the especial charge of the Committee on Schools.
2. COMMITTEE ON FINANCE.—The members of the Committee on Finance, who draw bills or claims on the Board, shall be under the especial charge of the Committee on Finance, who draw bills or claims on the Board, when attention is called to them.

Committee meet during the last week of each month to examine and pass upon all bills that have been approved by the Chairman of the Committee under whose authority the debt was incurred, and no bill shall be contracted except by the President, the Chairman of some Committee, or the Secretary.

3. COMMITTEE ON SCHOOL BUILDINGS.—The School buildings and other property of the District shall be under the special charge of the Committee on School Buildings, who shall direct necessary repairs. They shall also make an estimate, for publication in the Annual Report, of the value of the property belonging to the District.

IX.

EXECUTIVE OFFICERS.

The executive officers of the Board shall consist of a Secretary and a Superintendent of Schools, who shall be chosen in alternate years, by the concurring ballots of a majority of the Board, at the second regular meeting in the month of January, unless the election is postponed to a future meeting. They shall each hold office for two years, and until a successor is appointed.

X.

DUTIES OF THE SECRETARY.

It shall be the duty of the Secretary to furnish fuel, books, stationery, crayons, registers, blanks, and other supplies for the use of schools under the direction of the Board; but he shall make no purchases without first consulting the Committee on the class under which the purchase is to be made.

He shall keep the accounts of the District, and make out an annual report of its expenses.

He shall receive the moneys from the Treasurer for orders drawn on him, and pay all bills approved by the Committee on Finance, and none others.

He shall loan books to indigent pupils, as provided in these rules; issue tickets of admission to applicants for seats in the Public Schools, and make a record thereof.

He shall keep an accurate inventory of all the property of the District, and the number and kind of articles in the respective school buildings, or other depositories. He shall superintend all necessary repairs under the direction of the Committee on School Buildings.

He shall be the executive officer of the Board, in securing the attendance at school of truant and neglected children.

He shall have a general oversight of the Janitors, and see that their duties are faithfully performed; and also of the warming and ventilating of the buildings.

He shall be at the Office of the Board on all school days, from 8½ to 9½ o'clock A. M., and from 4 to 5 o'clock P. M., and on Mondays and Fridays from 7 to 8 P. M., and shall devote his whole time to the interests of the District.

XI.

DUTIES OF THE SUPERINTENDENT.

It shall be the duty of the Superintendent, under the direction of the Board of Education and the Committee on Schools, to devote his whole time to the schools, point out defects and suggest improvements; and to report to the Committee on Schools, or to the Board, the results of his observations. He shall assemble the teachers from time to time for advice and direction, shall inquire into all complaints, and shall examine candidates for the position of teacher. He shall do his utmost, by assistance, advice or censure, to secure in all the schools of the District thoroughness of instruction, good order, good morals and harmonious relations between the parents and teachers.

He shall be at the office of the Board on all school days from 8½ to 9 o'clock A. M., and from 12½ to 1 o'clock P. M., on all school days.

XII.

ORDER OF BUSINESS.

The usual order of the business of the Board shall be as follows:

1. Reading the minutes of the previous meeting.
2. Reports of Committees.
3. Unfinished business.
4. Report of Superintendent.
5. Report of Secretary.
6. Other business.

XIII.

EMPLOYEES.

No person in the employ of the District shall be present when the subject of his election or compensation is under consideration, except by invitation of the Board.

XIV.

SALARIES.

The salaries of all persons in the employ of the Board shall be fixed by the concurring votes of a majority of the Board.

XV.

EXPENDITURES.

No bills shall be contracted or money expended, to an amount exceeding one hundred dollars, without a vote of a majority of the Board, nor then, unless previously reported upon by the appropriate committee.

XVI.

TEXT BOOKS, APPARATUS, ETC.

1. The apparatus, books, maps, &c., used in the schools, shall be such only as may be prescribed by the Board.

2. No text books shall be introduced into or withdrawn from the schools, unless a proposition to that effect has been submitted to the Board at a previous meeting, nor then, unless the Committee on Schools have reported thereon.

3. All school registers, record books, report blanks, &c., shall be after uniform patterns to be prescribed by the Committee on Schools.

XVII.

REFERENCE TO COMMITTEE.

As far as practicable, all business shall be referred to the appropriate Standing Committees, before action by the Board.

XVIII.

AMENDMENTS.

The rules and regulations for the government of the Board shall not be amended or repealed but upon written notice in due form at a previous meeting; nor then but by the concurring votes of a majority of the Board.

XIX.

ELECTION OF TEACHERS.

1. Candidates not in the service of the District will apply in writing to the Superintendent, enclosing testimonials, and will be examined by him or by the Committee on Schools.

2. The annual election of teachers shall be made by the Board in the month of June.

3. Teachers shall be immediately notified by the Superintendent of their election. Every teacher, within one week after receiving such notice, shall signify to the Superintendent, in writing, an acceptance of the offered situation. An appointee failing for one week to give notice to the Superintendent of the acceptance of the appointment, will be considered as declining it.

XX.

DUTIES OF TEACHERS.

1. Teachers are required to devote themselves faithfully, and during school hours, exclusively to their duties; and any employment of their time out of school hours which affects their health or diminishes their fidelity to their proper work, is regarded as a censurable impropriety. They are required to make themselves familiar with the rules and regulations of the Board; to direct the work of the classes in rigid accordance with the prescribed course of study; to give constant and careful attention to the manners, language and habits of their pupils; and to regard themselves as responsible, in the place of the parent or guardian, for their instruction, discipline, morals and health.

2. Every teacher shall be in attendance at the school room during the twenty minutes before 9 o'clock A. M., and the fifteen minutes before 2 o'clock P. M. of school days.

3. Whenever a teacher shall be absent from school, and whenever, for any cause, the exercises of a school shall be omitted, immediate notice of the same shall be sent to the Superintendent by the Principal. No substitute for an absent teacher shall be employed for more than one day without the express approbation of the Superintendent.

4. Every teacher desiring to leave the service of the District shall give three weeks' notice, in writing, to the Superintendent; and teachers leaving their duties without permission of the Board shall forfeit whatever portion of their salaries would otherwise be due. Teachers shall forfeit their pay for absence from any cause excepting sickness, in which case an allowance of twenty-five per cent. of the regular salary will be made for absences, not exceeding twenty days in any one term. Teachers appointed at the beginning of the school year will not be regarded as being in the service of the District until they have entered upon their duties.

5. Teachers shall take special care that their school rooms be thoroughly ventilated. All teachers will be held responsible for the order and neatness of their respective rooms. They shall

permit no damage to the school property or buildings, and whenever it shall be done by accident or intention, they shall give prompt notice to the Secretary, who shall require the offender to make good the injury.

6. The teacher in each room shall keep an accurate register of the names, ages and residences of pupils, and the names of their respective parents or guardians.

7. Teachers shall prepare for inspection, during the first week of each term, time-tables indicating the daily exercises of the room.

8. Teachers in all rooms above the third grade shall send a weekly report to the parent or guardian of each pupil, indicating his deportment, scholarship and attendance; and the teachers shall satisfy themselves that these reports have been submitted to such parent or guardian.

9. Teachers shall investigate all cases of absence or tardiness, and shall require an excuse from the parent or guardian, in writing, or in person. In case of ten instances of unexcused absence and tardiness, or of either, in any one term, the delinquent pupil may be transferred by the Superintendent to an ungraded school. Pupils leaving school during a session shall be recorded the same as if tardy. No excuse for absence or tardiness shall be accepted, unless it allege sickness, or some equally imperative necessity.

Teachers shall record absence occasioned by sickness, until such absence shall amount to ten successive half-days, after which no record shall be made; but the pupil may return, on recovery, without a ticket, and shall be entitled to a seat. Pupils detained from school for the religious observance of Holy-days, will be excused by bringing written notice from their parents to that effect.

Teachers shall, so far as possible, govern by kindness and by appeals to the better nature of pupils. Corporal punishment shall be administered only in extreme cases, and not until the case has been reported to the Principal; and the teacher shall keep a record of every such punishment, which record shall be embodied in the weekly report to the Superintendent, for the inspection of the Board.

11. Teachers may detain pupils an hour at the close of the afternoon session, and no longer and at no other time, for discipline, or to make up neglected lessons.

12. Teachers shall keep such records as the Committee on Schools may require, and shall report the same to the Superintendent at the office of the Board, according to blank forms provided for the purpose.

13. Teachers shall attend all meetings called by the Superintendent, and no excuse for absence will be allowed, other than would justify absence from the regular session of the schools.

Teachers may visit other schools of the same grade, when authorized so to do by the Superintendent.

14. Near the close of the Fall and Winter terms there shall be an examination in all the studies of each room, conducted by the Principal, who shall make a written report to the Board of the progress and condition of the several rooms under his charge.

15. The Principals of schools may prescribe special rules for the conduct of their pupils, and for the regulation of the grounds and out-buildings, subject to the approval of the Superintendent.

16. The promotions in the various schools shall be made by the Principal, under the direction of the Superintendent, with the approval of the Committee on Schools.

17. If the parent or guardian shall not provide the required textbooks, the pupil shall be reported to the Superintendent, and by him be sent to an ungraded school, unless the failure proceed from poverty; in which case the Secretary shall loan to the pupil the required books.

18. Parents and others desiring information or feeling aggrieved, should consult the Superintendent at the office of the Board, or the Principal, out of school hours. They are also requested to acknowledge immediately the receipt of any communication which may be addressed to them by teachers.

19. Principals shall request the parents of pupils who may be specially exposed to contagious diseases, to withdraw them temporarily from school; and in case of refusal or neglect, shall suspend such pupils till the danger is past.

20. At the close of each term, every teacher shall report to the Superintendent the names of such pupils as have been particularly distinguished for punctual attendance, good behavior or excellent scholarship.

XXI.

ADMISSION OF SCHOLARS.

1. The Public Schools are free to those children only whose parents or guardians reside in the District. When there are seats not required by children belonging in the District, pupils, not residents, may be received as members of any school, but not until payment of tuition has been made, in advance, to the Secretary, for the term, or balance of the term, on which the pupil proposes

to enter; at the rate of forty dollars a year, or one dollar a week, in the High School; and twenty dollars a year, or fifty cents a week, in all schools below the High School.

2. No pupil shall be admitted without a ticket obtained from the Secretary, nor to any sub-district except to the one in which he resides, so long as a proper vacancy exists.

XXII.

DUTIES OF PUPILS.

1. Pupils shall be regular and punctual in attendance, decent in dress, cleanly in person, industrious, respectful and obedient; avoiding all rude, boisterous and violent conduct in and about the school buildings, and on the way to and from school.

2. When pupils are dismissed at the close of each session, they shall pass quietly and promptly away from the school premises.

3. Pupils shall make up neglected lessons, unless excused; and no pupil shall be suffered to remain in a class to the serious hindrance of its progress.

4. Any pupil guilty of profanity, obscenity, truancy, or any violent or pointed opposition to authority, or of willfully cutting, defacing, marking, or otherwise injuring the school buildings, or other school property, or guilty of any other serious misdemeanor, shall be immediately reported to the Superintendent, and notice be sent to the parent, and the case referred to the Committee on Schools.

5. No scholar shall be allowed to remain in any school room during the noon recess, unless a teacher is present.

XXIII.

ELECTION OF JANITORS.

Janitors shall be elected annually, at the last meeting of the Board, in the month of June, unless the election be deferred to a future meeting.

XXIV.

DUTIES OF JANITORS.

1. It shall be the duty of Janitors to keep the school buildings under their charge clean, and in good order, sweeping and dusting them twice a week, and oftener if necessary. Every school room shall be vacated after 5 o'clock, whenever the duties of the Janitor make it necessary.

2. To be present and open the gates twenty minutes before nine o'clock, A. M., and fifteen minutes before two o'clock, P. M., and close them when school commences; to be present and open the gates at the time for closing school, and remain at noon until the school is dismissed, and until five o'clock in the afternoon, and supervise the yards while the gates are open.

3. To kindle and regulate the fires—to separate the coal from the ashes—and to see the ashes, slag and cinders removed from the premises.

4. To keep the yards, privies and pavements clean and in good order, and remove all nuisances.

5. To clear the snow immediately from the steps and walks about the buildings, and from the walks in the street.

6. To prepare for use all wood furnished for kindling fires, and to receive and receipt for the coal when it is put in.

7. To wind up and regulate the clocks, and see that they are kept in proper order.

8. To sprinkle the yards and street in hot weather, when furnished with a hydrant, and to see that the water is let off from the water pipes in winter.

9. To cut the grass and trim the shrubbery in the front yards.

10. To have the care and oversight of the premises during the whole year, and to report any damage or nuisances to the Principal and Secretary.

XXV.

THE SCHOOL YEAR, SESSIONS AND EXERCISES.

1. The school year shall begin during the first week in May, and continue through forty weeks of actual instruction, exclusive of such holidays and vacations as the Board shall annually appoint.

2. The regular holidays shall be Thursday and Friday of Thanksgiving week, and the following Monday; Fast Day, the Fourth of July, and every Saturday throughout the school year. Other holidays may be granted by vote of the Board.

3. The regular school hours shall be from 9 o'clock A. M. to 12 M., and from 2 to 4 P. M., with a recess near the middle of each session. The dismissal of the lower rooms may begin ten minutes before 12 and 4 o'clock.

4. The morning session of the schools shall be opened with appropriate devotional exercises.

5. In case of a violent storm, the session may be prolonged to 1 o'clock; and notice thereof shall be sent to the Superintendent.

6. The public are invited to visit the schools ; but teachers shall not deviate from their usual exercises, except by request of some member or officer of the Board.

7. No one shall be allowed to offer on the school premises anything for sale, examination, or exhibition ; or to take contributions, solicit subscriptions, give public notices, offer rewards, or do anything of a like nature, except by consent of the Committee on Schools.

XXVL

SYSTEM OF INSTRUCTION.

The Public Schools of the District includes the Hillhouse High School and the Common Schools. The Common Schools consist of Graded Grammar and other Schools, Training Schools, Evening Schools, a German-English School and Ungraded Schools.

HILLHOUSE SCHOOL.

1. At the close of each school year pupils in the highest grade of the Grammar Schools who pass the prescribed examination, are promoted to the Hillhouse School.

2. Examination for this promotion shall be in writing, and such as may be prescribed by the Committee on Schools, and shall be conducted by the Principal and Assistant Teachers of the School, under the direction of the Superintendent ; the applicants from other schools shall pass a similar examination, and the results shall be submitted to the Committee on Schools for their approval.

3. Instruction may be given in the following branches of learning, viz : in Arithmetic, Book-Keeping, Algebra, Geometry, Trigonometry, Mensuration, Surveying, Navigation, the English Language and Literature ; in Reading, Declamation, Spelling, Defining and Composition ; in the French, German and Latin Languages ; in Rhetoric, Logic, Mental and Moral Philosophy ; in History and Political Philosophy, together with the Constitution of the United States and Connecticut ; in Physical Geography, Natural Philosophy, Chemistry, Astronomy, Physiology, Botany, Zoölogy, Mineralogy, Geology, Vocal Music and Drawing.

4. The particular order and manner in which instruction shall be given in the branches taught in the High School shall be arranged by the Superintendent and Principal of the School, subject to the approval of the Committee on Schools.

5. Admission to this department shall be made only at the beginning of the year, unless the candidate shall be qualified to enter the regular classes.

Grammar Schools.—Each Sub-District includes a Grammar School, which is under the charge and instruction of a male Principal, who is also responsible for the general oversight of the other schools in each sub-district, with such exceptions as may be directed by the Board.

Training Schools.—The Schools for the training of teachers are under the immediate direction of the Superintendent, in all matters pertaining to the special character of these schools.

German-English Schools.—Children of German parents, who are not sufficiently acquainted with the English language to enter the regular schools, are admitted to the German-English Schools.

Ungraded Schools.—Pupils in the Graded Schools whose conduct is habitually insubordinate, or whose attendance is irregular, either from necessity or truancy, are transferred to one of the Ungraded Schools.

Evening Schools.—The Evening Schools are designed for the elementary instruction of persons over fourteen years of age, who are employed during the regular school hours. The schools begin in October, and continue during the winter months.

Course of Study.—The following Course of Study is made obligatory by the Board upon all the Graded Schools.

TEACHERS APPOINTED FOR THE YEAR 1872-73,

WITH THEIR SALARIES AND RESIDENCES.

SCHOOLS.	TEACHERS.	Salaries.	Residences.
HIGH SCHOOL. <i>Orange Street, cor. Wall.</i>	T. W. T. CURTIS, A.M., <i>Principal</i> ,.....	\$3,000	52 Whalley Ave.
	JAMES D. WHITMORE, <i>Sub-Master</i> ,.....	2,200	32 York Sq. Pl.
	Virginia H. Curtis,.....	1,000	52 Whalley Ave.
	Mary A. Marshall,.....	800	Milford.
	H. Fannie Parish,.....	700	46 College.
	Katie Hume,.....	700	133 College.
	S. Louise Coy,.....	700	28 Trumbull.
	J. A. Biddle,.....	700	
	Elizabeth Cooper,.....	700	18 Grove.
	Kate Niles,.....	700	18 Grove.
	Mary C. Tuttle,.....	650	520 Chapel.
	Sarah A. Atwater,.....	650	264 State.
		\$12,500	
WEBSTER SCHOOL, <i>George Street, cor. York.</i>	WEBSTER SUB-DISTRICT.		
	JOHN G. LEWIS, <i>Principal</i> ,.....	\$2,200	52 Hubbard.
	12 Elizabeth M. Leonard,.....	700	94 High.
	12 Lizzie A. Bradley,.....	400	230 Elm.
	11 Lucy A. Minor,.....	650	193 George.
	10 Rachel S. Everts,.....	600	193 George.
	9 Sarah C. Tyler,.....	600	462 Chapel.
	8 Maria A. Graves,.....	600	532 Chapel.
	7 Clara A. Hurlbut,.....	600	641 Chapel.
	6 Edith E. Johnson,.....	550	329 Elm.
	5 Anna R. Hubbell,.....	350	3 Dow.
	4 Eva L. Griffing,.....	400	188 Wooster.
	3 Eliza A. Benham,.....	450	26 College.
	2 Nettie L. Leonard,.....	400	West Haven.
	1 Fannie E. Graves,.....	550	532 Chapel.
		\$9,050	
SOUTH ST. SCHOOL.	6 LUCY A. F. PINNEY,.....	\$800	193 George.
	6 Ella D. Parmelee,.....	400	325 Cedar.
	5 Rebecca P. Arnold,.....	450	30 Meadow.
	4 Lizzie M. Healy,.....	550	16 Factory.
	3 Hannah M. Chamberlain,.....	500	45 Park.
	2 Edwa A. Morgan,.....	450	14 Park.
	1 Catherine J. Herrity,.....	550	70 La Fayette.
		\$3,700	

TEACHERS.

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SCHOOLS.	TEACHERS.	Salaries.	Residences.
OAK ST. SCHOOL. <i>Oak Street cor. Greenwood.</i>	4 JENNIE E. BARBER,	\$550	166 Oak.
	3 Louise G. Wolcott,	400	65 Sylvan Av.
	2 Gertrude E. Cowap,	400	55 Asylum.
	1 Katie R. Callahan,	400	144 Goffe.
		\$1,750	
WHITING STREET. UNGRADED.	John M. Hart,	\$1,000	426 Chapel.
EATON SUB-DISTRICT			
EATON SCHOOL.	JOSEPH GILE, <i>Principal</i> ,	\$2,200	264 State.
<i>Jefferson Street, cor. St. John.</i>	12 Reugene L. Young,	700	118 St. John.
	12 Mary A. Durrie,	400	12 University Pl.
	11 Minnie G. Waitt,	650	264 State.
	10 Julia A. Bidwell,	600	5 Osborn.
	9 Effie G. Stevens,	600	18 Pearl.
	8 Mary J. Bronson,	550	502 State.
	7 Heppie E. Goodrich,	550	141 Church.
	6 Susie S. Sheridan,	450	291 Orange.
	5 Kate H. Candee,	550	8 Court.
	4 Katie Smith,	500	132 College.
	3 Julia Hovey,	500	74 Olive.
	2 Flora A. Loper,	400	68 Bradley.
	1 Mary J. Hayes,	550	410 State.
		\$9,200	
WOOSTER SUB-DISTRICT.			
WOOSTER SCHOOL.	RALPH H. PARK, <i>Principal</i> ,	\$2,200	c. State & Ferry.
<i>Wooster Street, cor. Wallace.</i>	12 Almena A. Giddings,	700	60 Chapel.
	11 Annie E. Piggott,	650	132 Hamilton.
	10 M. A. T. Connelly,	600	68 Columbus.
	9 Ella A. Burwell,	600	140 Whalley Av.
	8 Julia E. Thatcher,	600	20 Chestnut.
	7 Almira W. Brooks,	600	64 Chapel.
	6 Ella A. Beach,	450	163 St. John.
	5 Emma E. Burwell,	550	30 Beers.
	4 Carrie M. Galpin,	500	19 Warren.
	3 Mary C. Gorham,	400	38 Prout.
	2 Ida V. Huke,	350	26 Warren.
	1 Harriet C. Miles,	550	35 Fair.
		\$8,750	
HAMILTON STREET SCHOOL.	S. M. AGNES WELCH,	\$1,000	267 Franklin.
<i>Bets. Hamilton and Wallace, near Grand.</i>	13 " Helena Chorlton,	650	" "
	12 " Rita Shea,	600	" "
	11 " Cornelia Clinton,	600	" "
	10 " Celestine Wall,	500	" "
	9 " Aresnius Caden,	600	" "
	8 " Blanche Carney,	500	" "
	7 " Sylveria Flynn,	550	" "
	6 " Clementine Kenney,	500	" "
	5 " Germaine Whelan,	450	" "
	4 Mary F. Leary,	400	131 Hamilton.
	3 S. M. Ambrosia Coonan,	500	267 Franklin.
	2 Joanna Gleeson,	350	166 Wallace.
	1 S. M. Cyril Welch,	550	267 Franklin.
		\$7,750	

SCHOOLS.	TEACHERS.	Salaries.	Residences.
FAIR STREET TRAINING SCHOOL	KATHARINE BUTTS, <i>Principal</i> ,.....	\$800	199 George.
	4 Mary J. Alden,	200	98 Martin.
	4 Mary J. Quinley,	200	34 Gill.
	3 Hattie J. Bushnell,	200	40 Whitney Av.
	3 Mary F. Harmount,	200	16 William..
	2 A. C. Ruth Siebke,	200	116 Wooster.
	1 Mary E. Weld,	200	99 Wall.
	1 Ada T. Somers,	200	200 Goffe.
		\$2,200	
GERMAN-ENGLISH. <i>Wooster Street.</i>	2 HERMAN TRISCH,	\$1,000	42 Fair.
	1 Angennette T. Marchal,	500	300 Grand.
		\$1,500	
FAIR STREET UN- GRADED SCHOOL.	2 Marietta Wildman,	\$ 550	21 Clark.
	1 Emily A. Wildman,	550	" "
		\$1,100	
DWIGHT SUB-DISTRICT.			
DWIGHT SCHOOL, <i>Martin Street, cor. Gill.</i>	LEYERETT L. CAMP, <i>Principal</i> ,.....	\$2,200	595 Chapel.
	12 Julia M. Edwards,	700	" "
	12 Anna W. Parish,	400	46 College.
	11 Emma S. Bernard,	650	595 Chapel.
	10 Maggie Baird,	500	60 Liberty.
	9 Hallie E. Judson,	600	70 Howe.
	8 Bessie S. Collins,	500	12 Whiting.
	7 Emma E. Lincoln,	600	57 Martin.
	6 Charlotte Hills,	550	37 College.
	5 Jessie Craig,	550	14 University Pl.
	4 Mary A. Daggett,	450	128 York.
	3 Gertrude L. Cooper,	450	105 Whalley Av.
	2 Fannie C. Upson,	350	94 High.
	1 Joanna W. Bradley,	550	37 College.
		\$9,050	
DIXWELL AVENUE SCHOOL.	7 SARAH E. HUGHES,	\$800	East Haven.
	7 F. Isabel Andrews,	350	130 Crown.
	6 Fannie T. Munson,	500	27 Mansfield.
	5 Annie G. Kennedy,	550	156 York.
	4 Sarah S. Benham,	500	26 College.
	3 Nellie A. Peck,	500	141 York.
	2 Fannie A. Baldwin,	550	10 University Pl.
	1 Martha M. Dudley,	400	202 Martin.
		\$4,150	
GOFFE STREET SCHOOL.	3 JULIA A. BALLANTINE,	\$800	125 Dwight.
	2 Amanda H. Tinkham,	450	1 Gregory.
	1 Livia M. Guthrie,	400	c. Newhall and Thompson.
		\$1,650	

TEACHERS.

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SCHOOLS.	TEACHERS.	Salaries.	Residences.
DIVISION STREET SCHOOL. <i>Shelton Av., cor. Division Street.</i>	2 Abbie H. Boddish,	\$550	130 Dwight.
	1 Fannie I. Bryant,	550	93 Dixwell.
		\$1,100	
ELM ST. SCHOOL.	2 Cordelia Sargeant,	\$550	348 Elm.
	1 Emma C. Judd,	500	30 Martin.
		\$1,050	
SKINNER SUB-DISTRICT.			
SKINNER SCHOOL.	HENRY C. DAVIS, <i>Principal</i> ,	\$2,200	43 Clark.
	12 Mary A. Page,	700	25 Clark.
	12 Mary E. Root,	350	139 Hamilton.
	11 Mary J. Curtis,	650	16 Audubon.
	10 Ella J. Bronson,	600	502 State.
	9 Sarah A. Mallory,	600	15 Audubon.
	8 Ellen L. Maguire,	600	34 Pearl.
	7 Ann E. Loper,	600	68 Bradley.
	6 Mary E. Dallaber,	550	40 "
	5 Emma N. Crabtree,	500	20 Clark.
	4 Fannie I. Bunce,	450	113 Poplar.
	3 Susie E. Thatcher,	450	20 Chestnut.
	2 F. Elsie Terrill,	500	49 Collis.
	1 Mary J. Morris,	550	36 Lyon.
		\$9,300	
EDWARDS STREET SCHOOL.	4 Emma E. Beach,	\$ 400	163 St. John.
	3 Mary E. Hall,	500	75 Grand.
	2 M. Carrie Strickland,	350	42 Whitney Av.
	1 Maggie T. Bryden,	500	25 Humphrey.
WASHINGTON SUB-DISTRICT.		\$1,750	
	GEORGE R. BURTON, <i>Principal</i> ,	\$2,200	33 Sylvan Av.
	12 Emily E. Warner,	700	20 Portsea.
	12 Fannie H. Butler,	400	22 Prince.
	11 Julia M. Catlin,	650	73 Washington.
	10 Alice S. Gillette,	500	15 Columbus.
	9 E. Josie Cargill,	500	48 "
	8 Ella J. Reilly,	500	337 Cedar.
	7 Mary A. Pinney,	600	9 Park.
	6 Catherine C. Jones,	550	29 Columbus.
	5 Laura T. Cannon,	450	118 "
	4 Fannie E. McLaughlin,	450	313 Water.
	3 Rosalie G. Maher,	400	30 Portsea.
	2 Cordelia M. Lyon,	350	5 Broad.
	1 Martha May,	450	6 Sylvan Av.
		\$8,700	
WASHINGTON SCHOOL. <i>Howard Av., cor. Putnam St.</i>			

SCHOOLS.	TEACHERS.	Salaries.	Residences.
CEDAR STREET TRAINING SCHOOL. <i>cor. Washington.</i>	CLARISSA B. WILLIAMS, <i>Principal</i> ,	\$1,500	74 Portsea.
	8 Martha E. Chapman,	350	161 George.
	8 Mary F. Frisbie,	200	9 Lyon.
	7 Mary E. Willoughby,	200	7 Christopher.
	6 Ruth Gorham,	200	231 Crown.
	5 Mattie A. Stage,	200	88 Court.
	5 Jennie E. Ford,	200	150 Elm.
	4 Luella Bartholomew,	200	14 Lock.
	4 Anna F. Gillette,	200	15 Columbus.
	3 Fredrika P. Jones,	200	West Haven.
	2 Kate M. Conlan,	200	313 Water.
	2 Lottie A. Riggs,	200	92 Dwight.
	1 Laura E. Lampson,	200	15 Park.
		\$4,050	
WASH'N. BRANCH SCHOOL. <i>City Point, Carlisle Street.</i>	4 Sarah M. Hanover,	350	41 Columbus.
	3 Jennie C. Kelsey,	350	2 Howard Av.
	2 M. L. Livingston,	500	12 Hubbard.
	1 Maggie A. Byrne,	350	44 Daggett.
		\$1,550	
WOOLSEY DISTRICT.			
WOOLSEY SCHOOL. <i>Grand Street, cor. Clinton Av.</i>	MARK PITMAN, <i>Principal</i> ,	\$2,000	68 East Pearl.
	8 Maggie M. Robinson,	700	14 University Pl.
	8 Sarah J. Gibson,	400	44 Edwards.
	7 Nellie B. Morse,	500	East Haven.
	6 Emma C. Woodward,	500	East Haven.
	5 Lottie D. Butler,	500	112 Ferry.
	4 Mary J. Warren,	450	c. Quin. & Grand.
	3 Jennie E. Avery,	450	89 E. Grand.
	2 Ella E. Curtiss,	400	25 " "
	1 Ella H. Clarke,	400	c. Quin. & Grand.
	1 Maria L. Breen,	550	3 Lombard.
		\$6,850	
CLINTON AVENUE SCHOOL.	3 Margaret E. Tucker,	\$350	224 E. Grand.
	2 Sarah M. Bartram,	400	17 William.
	1 Hetty Bradley,	450	E. Haven.
		\$1,200	
	<i>Teacher of Drawing.</i>		
	Louis Bail,	\$1,200	43 Park.
	<i>Teacher of Vocal Music.</i>		
	B. Jepson,	\$2,000	20 Grove.

JANITORS APPOINTED FOR 1871-72.

Eaton School,.....	Nehemiah Bristol,....	\$500.00.....	250 Franklin.
Webster School,	John M. Mattingly,....	500.00.....	6 College.
Dwight School,	George W. Judd,.....	500.00.....	66 Martin.
Wooster School,.....	David Sturgis,.....	500.00.....	94 Wallace.
Skinner School,.....	Henry S. Loper,	500.00.....	68 Bradley.
Washington School, ..	James O'Brien,	580.00.....	18 Salem.
Woolsey School,	Moses Jones,.....	500.00.....	Fair Haven.
Hamilton School,.....	Patrick Hall,.....	600.00.....	83 Grand.
Cedar St. School,.....	Henry W. Blakslee, ..	375.00.....	77 Washington.
High School,	Thomas W. Beecher, .	500.00.....	29 Washington.
Dixwell School,	John W. Munson,....	350.00.....	100 Webster.
South St. School,.....	Isaac Martyn,	300.00.....	37 Olive.
Fair St. School,	" "	280.00.....	"
Goffe St. School,	Warner Smith,	180.00.....	107 Webster.
Edwards St. School, ..	Henry S. Loper,	200.00.....	68 Bradley.
Oak St. School,	P. Keegan,	200.00.....	37 Auburn.
Small Schools, Evening Schools, Office, estim.,		375.00	
		————	6,940.00

School Calendar for 1872--73.

1872.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	1873.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
SEPT. ...	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	MAR. ...	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29
OCT.	6 13 20 27	7 14 21 28	8 15 22 29	1 9 16 23 31	2 10 17 24	3 11 18 25	4 12 19 26	APRIL ...	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25	12 19 26
NOV.	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	MAY.	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	1 9 16 23	2 10 17 24
DEC.	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	JUNE. ...	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25	12 19 26	13 20 27	14 21 28
JAN.	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25	JULY. ...	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25	12 19 26
FEB.	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15	AUG.	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30

Fall Term begins Tuesday, September 3; ends Dec. 24. 15 weeks, 2 days.

Winter Term begins Thursday, January 2; ends April 18. 15 weeks, 1 day.

Summer Term begins Wednesday, April 30; ends July 3. 9 weeks, 2 days.

Number of school weeks in the year, 40.

NOTE.—Days of *Vacation* are those printed in prominent figures. Thanksgiving Vacation may come a week earlier.

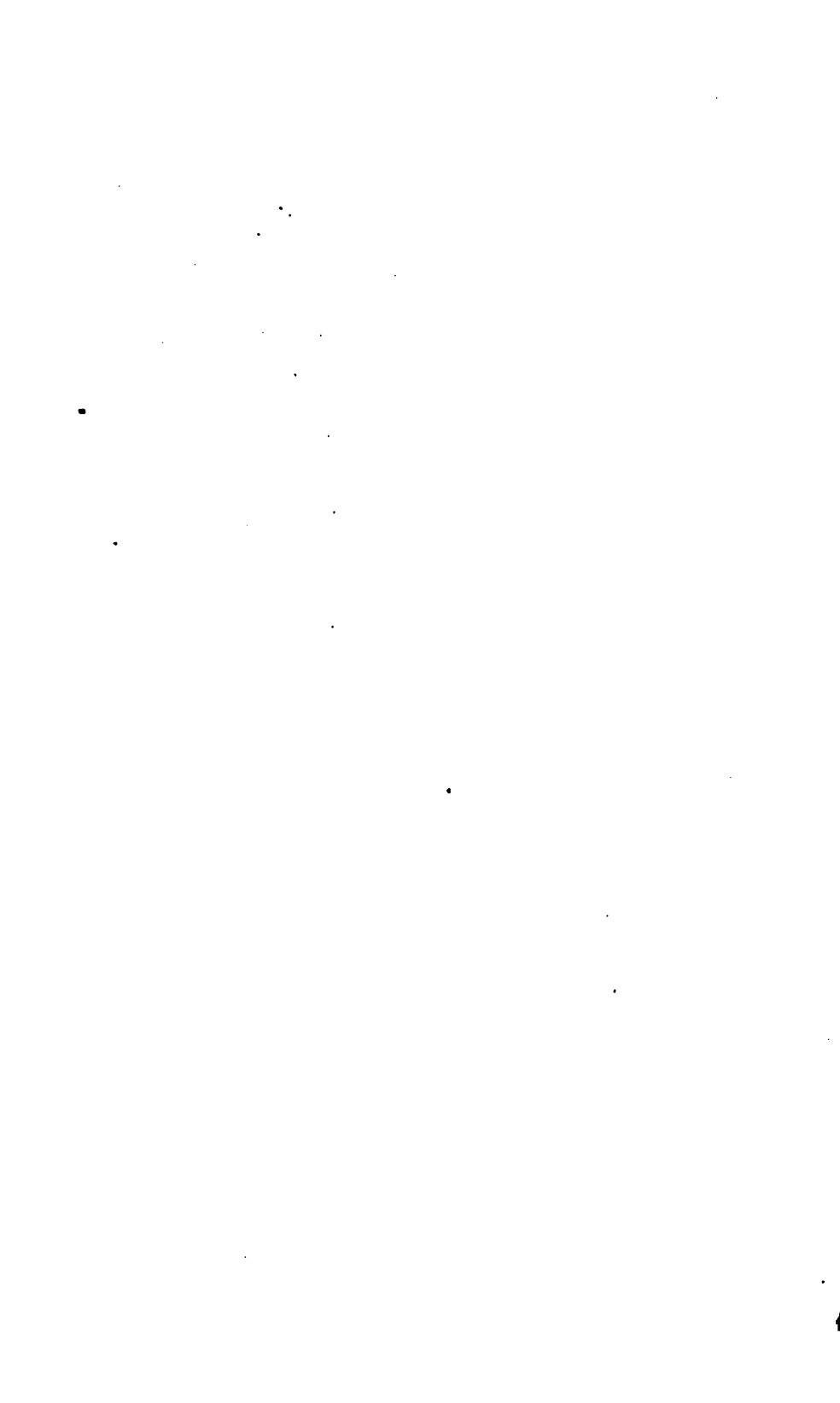
Annual State Fast (Good Friday), April 11th.

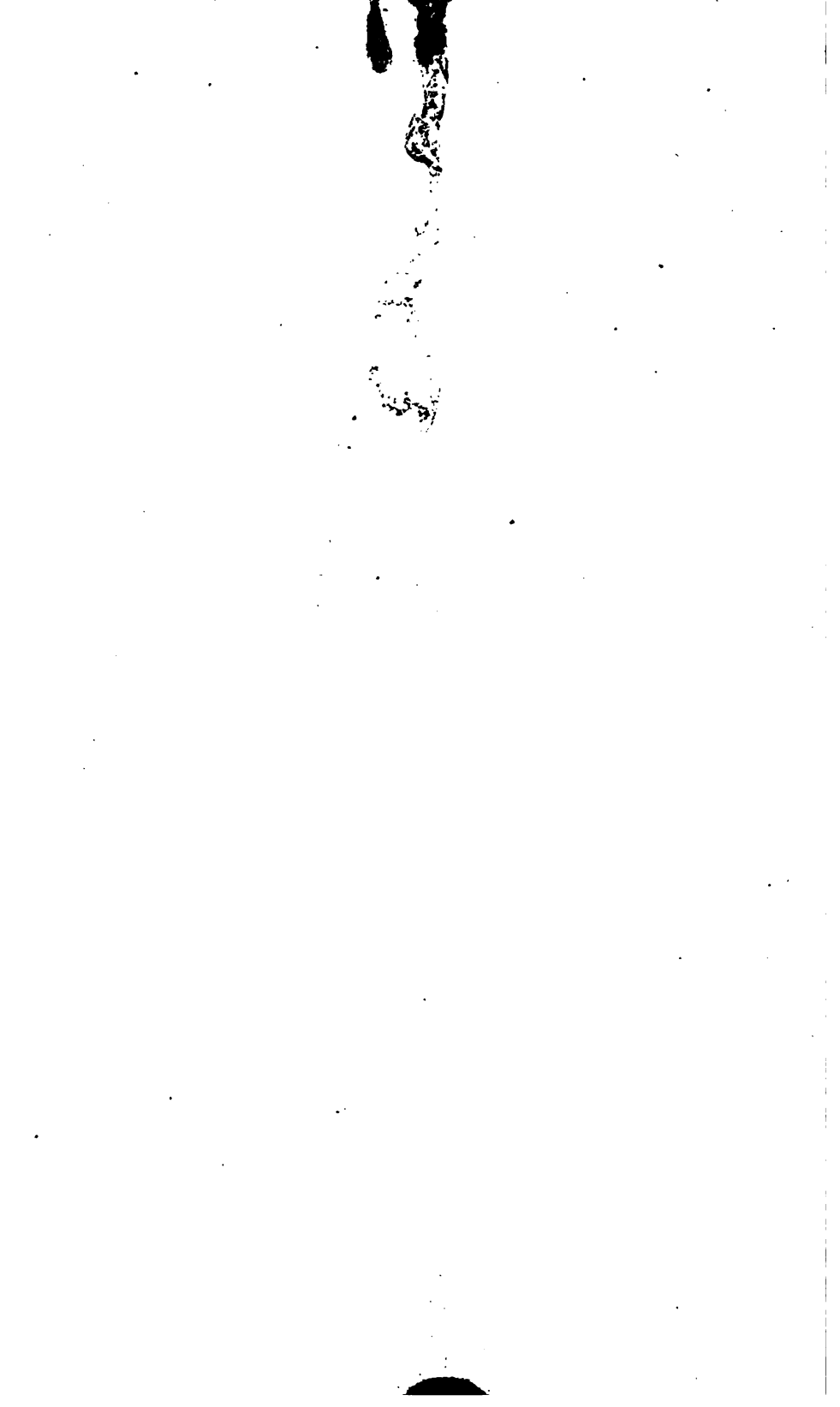
State Teachers' Association, one day in October.



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B'D. NOV 19-198

